

MADISON AREA TECHNICAL COLLEGE

Five-Year Equal Opportunity/ Affirmative Action Compliance Plan

2014-2019

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President

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Executive Summary

The EO/AA Compliance Plan is submitted on a five-year basis to the Wisconsin Technical College System (WTCS) Board. The Madison Area Technical College (Madison College) policy statements, commitments and dissemination methods have been slightly modified as a result of updated College vision, mission and values and the lapse of time considering that there was no plan completed for the 2010-2015 period.

The following areas as requested by WTCS are covered in detail in the report: Policy Statement, Dissemination of EO/AA information, Federal and State Law Compliance, analysis of work force and goals establishment and AA program initiatives for employees and students.

EMPLOYMENT DATA

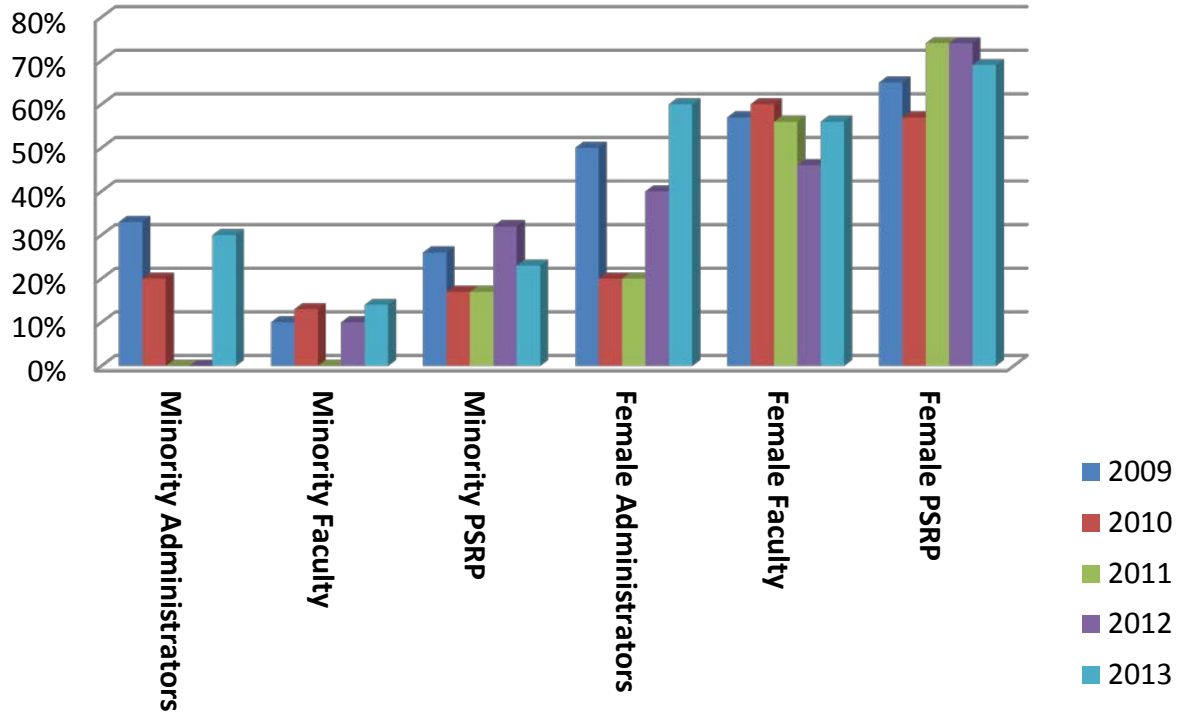
Madison College has a stable workforce, with 960 full-time employees as of November 3, 2014. Of this number, 133 or approximately 13.9 percent are from minority populations. Further analysis shows that of the 960 full-time employees at the Madison campuses, female employees comprise 58.1 percent of the workforce. The minority and female workforce numbers at Madison College compare favorably with the entire district workforce availability, which is comprised of 12.04 percent minority and 48.1 percent women. Based on the current data, the Madison College workforce has slightly more minority employees than the district service area.

The greatest opportunity for change in the employment sector will occur in full-time hires as evidenced by the hiring trend over the past five years.

New Full-time Hires of Females and Minorities, by Percentage

		Administrator	Faculty	PSRP
2009	Females	50%	57%	65%
	Minorities	33%	10%	26%
2010	Females	20%	60%	57%
	Minorities	20%	13%	17%
2011	Females	20%	56%	74%
	Minorities	0%	0%	17%
2012	Females	40%	46%	74%
	Minorities	0%	10%	32%
2013	Females	60%	56%	69%
	Minorities	30%	14%	23%

Full Time Hires of Women & Minorities 2009 - 2013



The percentage of new full-time female hires is comparably aligned with the percentage of female workers in the entire workforce. This shows that Madison College has been hiring women at a comparable rate than they are represented in the workforce as a whole. However, the percentages of minority hires are in a state of flux and represent an area that Madison College is working continually to remedy.

STUDENT DATA

Madison College currently educates approximately 40,000 students. Of the student population, many complete their career or professional studies at Madison College through graduation. Others successfully complete or exit early through transfer services and certification programs; thus, as the percentages identified in this document may appear that there are great disparities among women and minorities, it is essential to consider these facts.

Methods to improve graduation and student retention are found in the basis of new program offerings such as student recruitment, veteran services, and mentoring minority scholars.

Madison Area Technical College

Equal Opportunity/Affirmative Action

INTRODUCTION

The purpose of this Affirmative Action Plan at Madison Area Technical College (Madison College) is to establish a set of specific and results-oriented programmatic objectives, which provide for the recruitment, access and advancement of qualified persons of color, women and persons with disabilities with respect to employment and enrollment opportunities. The goals and initiatives outlined in the Affirmative Action Plan coupled with the College's good faith efforts will assist with ensuring Equal Employment Opportunity.

Affirmative Action (AA) is required for women, racial/ethnic groups and persons with disabilities throughout the district in educational programs and job categories as specified in student and staff reports. The purpose of the Equal Opportunity/Affirmative Action (EO/AA) plan is to identify areas of concern and to establish measures to overcome the effects of any past discrimination that might exist, balance the work force, and implement established minority recruitment and retention guidelines. Affirmative Action will be implemented in all employment practices including but not limited to: recruitment, hiring, transfers, promotions, training, layoffs, terminations, retention, certification, and testing and committee appointments.

WTCS Equal Opportunity / Affirmative Action Goals

July 1, 2013 – June 30, 2018

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 (WTCS) to match availability percentages for race, sex and disability categories in the working population.
 - Implement a plan for recruiting and hiring minorities, women and disabled faculty and staff in all employment categories where there is under representation.
4. Create an educational and work environment that reflects, appreciates and celebrates the diverse society and community in which we live and one that creates a climate for the success of every person by appreciating the uniqueness that they bring to the technical college district.
 - Implement faculty and staff in-service programs, professional development activities, mentoring and student orientation programs to promote cultural, sex and disability awareness and sensitivity.
 - Integrate the history, culture, accomplishments and contributions of minorities, women and the disabled into curricula at each WTCS district.
 - Ensure that cultural competency is practiced at every campus.

SECTION I

EQUAL OPPORTUNITY / AFFIRMATIVE ACTION POLICY

It is the policy of Madison College not to discriminate against any employee, applicant for employment, or student regardless of political affiliation, age, race, creed, color, physical or mental disability, marital status, sex (including pregnancy, childbirth and related medical conditions), national origin, ancestry, sexual orientation, arrest or conviction record, service in the military, genetic information and the use or non-use of lawful products off the employer's premises during non-working hours.

Madison College will provide equal employment opportunity and ensure affirmative action in all personnel actions including, but not limited to: recruitment, retention, recruitment advertising, employment/hiring decisions, testing, working conditions, benefits and privileges of employment, committee appointments, social and recreational programs, compensation, certification, training and education, tuition assistance, appointment for advancement including upgrading and promotions, transfers, and terminations including layoffs and recalls for all employees without discrimination. All management employees will continue to be informed of this policy and share in the responsibility for its enforcement.

The College recognizes that the goal of equal opportunity generally requires AA to be implemented. This District is, therefore, committed to assuring that if any underutilization of particular minority groups or women or other affected classes is determined to exist, EO/AA will be taken to correct such underutilization while assuring that all Madison College employees are qualified individuals committed to the District's mission.

All officials and employees of this District will be informed of this policy and that this policy will affect all employment practices and delivery of services. Decisions on employment and delivery of service will be made to further the principle of equal opportunity.

APPLICABLE LAWS AND LEGISLATION

Madison College is committed to EO/AA for its employees and students as required by Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Carl D. Perkins Vocational Education Act, the Equal Pay Act of 1973, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, Wisconsin Fair Employment Law, and other appropriate laws and executive orders and/or administrative directives and codes including the Office of Civil Rights Guidelines for Elimination of 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).

Equal opportunity, as required in Chapter 38 of Wisconsin Statutes and the Wisconsin Fair Employment Law (Sec. 111.31-111.395, Wis. Stats.), is for everyone regardless of political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, service in the armed forces, genetic

testing and the use or non-use of lawful products off the employer's premises during non-working hours.

HARASSMENT

Madison College is committed to creating and maintaining an environment in which students, faculty, and administrative and academic staff can work and study together in an atmosphere free of all forms of harassment, exploitation, intimidation, unfair treatment, and misconduct.

The College prohibits faculty, staff, and students from engaging in any form of harassment, in particular when such actions are directed at a member or group of the college because of that individual's or group's actual or perceived age, color, creed, disability, ethnicity, gender, gender identity or expression, marital status, national origin, race, religion, sexual orientation, veteran status, or any combination of these or related factors. Acts of harassment constitute violations of federal law and College policy. Thus, the College will respond promptly and effectively to reports of harassment, and will take appropriate action to prevent, correct, and if necessary, discipline behavior that violates this policy which may range from reprimands to termination or dismissal, depending on the severity of the offense.

REASONABLE ACCOMMODATION

Madison College provides reasonable accommodations for qualified individuals with a disability who are employees or applicants for employment to afford equal employment opportunity. Employment opportunities will not be denied because of the need to make reasonable accommodations for an individual's disability. Reasonable accommodations will be provided by the employing unit or department in a timely and cost-effective manner. In addition, Madison College will ensure physical accessibility to programs and facilities and provide reasonable accommodation to employees for religious observances and practices. Madison College commits to providing all services to employees, students and the community in a nondiscriminatory manner and to creating an educational climate that is conducive to, and supportive of, cultural and ethnic diversity.

VENDORS

The District certifies that vendors and suppliers of services do not discriminate by conducting business only with vendors and suppliers who maintain a nondiscrimination policy. The district further holds to the practice of encouraging the patronage of entities owned by women, minorities, and disabled persons.

COMPLAINTS

Alleged acts of discrimination, which violate federal or state law or regulation and established college policies should be reported directly to the employees' supervisor and in writing to the College's AA Officer, 1701 Wright Street, Madison, WI. Student complaints should be filed in writing to Conflict Management Services. All complaints will be handled promptly and equitably through procedure developed pursuant to Section 106.8 of the Title IX Educational

Amendments and 1989 Wisconsin Act 186 (Section 38.23 WI Statutes).

Under both Wisconsin and federal laws, Madison College has a responsibility to address harassment/discrimination which comes to the attention of its administrative or supervisory personnel, whether or not the affected individual files a formal complaint. Madison College is committed to creating and maintaining a community in which students and employees can work together in an atmosphere free of all forms of harassment, exploitation, intimidation, unfair treatment, and misconduct. The College has established forms for employees and students to utilize for matters concerning harassment, discrimination, discipline, termination, or workplace safety.

The District has designated several staff to investigate complaints of discrimination and harassment. A violation of the policy will result in appropriate corrective action. More information can be found at the College's EO/AA web page.

ROLES AND RESPONSIBILITIES

President

As primary administrator of the College's EO/AA program, the President is responsible for:

- Overseeing the College's EO/AA policies, procedures and programs; and assuring compliance with all related state and federal laws, rules and regulations;
- Ensuring the commitment of adequate staffing and resources to implement EO/AA policies and programming;
- Imparting direction that assures total involvement and commitment to EO/AA and promote a proactive effort to create an employment and educational environment free of discrimination and harassment; and,
- Promoting the sustainability of an employment and educational environment free of discrimination and harassment.

Affirmative Action Officer

Under the direction of the President and the Vice President of Human Resources, the AA Officer is responsible for:

- Developing, implementing, monitoring, and evaluating the College's EO/AA plans and guidelines;
- Reviewing and revising applicable campus policies and procedures to ensure compliance with College policy and federal and state laws and regulations governing EO/AA;
- Assisting management staff in the interpretation and administration of the AA programs, identification of problem areas and the development of solutions for the AA programs;
- Serving as liaison between the College, community organizations, and EEO enforcement agencies to facilitate internal and external communications to ensure the AA plan and policies are made known to employees and external constituents;

- Scheduling and conducting meetings and training sessions with managers, supervisors and other personnel of the College to ensure they are aware of their responsibilities with regard to EO/AA;
- Providing the WTCS Office, District Board and College community with an annual summary of the College's accomplishments in meeting goals; and,
- Monitoring the hiring process to ensure good-faith efforts are made to recruit, interview, and appoint women and minorities.

Administrators/Supervisors

Administrators/supervisors are responsible for enforcing and implementing EO/AA policies, procedures, and programs within their functional areas of responsibility that include, but are not limited to:

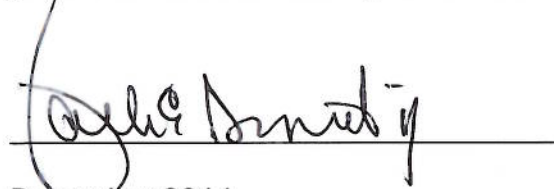
- Monitoring employment practices for conformity with the College's obligation for AA and assuring that all EO/AA policies, plans, and procedures are complied with and carried out;
- Providing a work environment and management practices which support EO/AA and a policy of non-discrimination in all terms and conditions of employment;
- Assisting the AA Officer in identifying problem areas and establishing departmental goals and objectives;
- Conducting periodic audits of training programs, as well as hiring and promotion patterns in order to remove impediments to the attainment of goals and objectives; and,
- Making periodic checks to ensure that all EO/AA posters are properly displayed; all facilities are maintained for the use and benefit of all employees, and rest room and other similar facilities are comparable for both sexes.

PRESIDENT'S STATEMENT

As President and Chief Executive Officer of this College, I declare my personal commitment to Affirmative Action. The Affirmative Action Officer is designated to assist with the development and implementation of this Affirmative Action Program. All management personnel will share responsibility for EO/AA and will be assigned specific tasks. The Affirmative Action Officer will report to me on a periodic basis about the District's progress toward meeting its EO/AA goals.

It is my firm belief that the District will benefit overall by the full utilization of individuals of color and other persons within the protected classes at all levels and in all segments of the workforce where deficiencies exist.

Through the efforts of all District employees and the local community, we will make every good-faith effort to accomplish the commitments, goals and objectives of this program.



December 2014
Jack E. Daniels, III, Ph.D.
President



Adopted by Madison College Board
District President

SECTION II

Self-Evaluation Questionnaire Wisconsin Technical College District

I. Title VI, Civil Rights Act of 1964

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

II. **Title IX -Self Evaluation**

Procedural Requirements

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

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

Yes No

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

Yes No

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

Yes No

2. Regulation 86.3(d) - Requires recipients to keep self-evaluation and related materials on file for at least three years following completion including a description of any modification made and any remedial steps taken as a result of the self-evaluation.
3. Regulation 86.4 - Requires each recipient to file a statement that no persons shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.

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

Yes No

Question: Can the district document its remedial action efforts?

Yes No

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

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

Yes No

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

Yes No

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

Question: Has the district adopted such grievance procedures?

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

III. **Section 504 - Self Evaluation**

Procedural Requirements

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

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

3. Regulation 84.6(c2) - Requires recipients that employ 15 or more persons to, for at least three years following completion of the self-evaluation, maintain on file the list of interested persons consulted, a description of areas and problems examined, and a description of any modifications made.
4. Regulation 84.7(a) - Requires a recipient that employs 15 or more persons to designate at least one person to coordinate its efforts to comply with Section 504.

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

Yes No

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

Yes No

All information is available via Madison College website.

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

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

This information provided via the College's online website.

7. Regulation 84.22(e) - Requires recipients that employ 15 or more persons to develop a transition plan setting forth the steps necessary to complete structural changes to facilities that are necessary for program accessibility. A transition plan is a list of non-compliant facility issues and the steps necessary to bring the facility into compliance to assure program accessibility.

Question: Did the district develop a transition plan?

Yes No

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

Yes No

Question: Is the transition plan available for review?

Yes No

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

Yes No

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

Yes No

IV. Career and Technical Education Program Guidelines – Self-Evaluation

Procedural Requirements

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

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

Yes No

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

Question: Does the district have a process to identify its limited English language students and to assess their ability to participate?

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

Yes No

6. Guideline V(B) - Requires recipients operating career and technical educational programs to ensure that counselors do not direct or urge any student to enroll in a particular career or program area or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or disability; and if there is disproportionate enrollment of either sex, minority group, or disabled students in a program, recipients are required to take steps to ensure that such an occurrence does not result from unlawful discrimination in counseling.

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No **N/A: no housing provided**

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

Yes No **N/A: no housing provided**

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

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

offered and conducted free of discrimination on the basis of race, color, national origin, sex or disability.

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

Yes No

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

V. **Americans with Disabilities Act - Self Evaluation**

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

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Question: Has the district conducted a review of its facilities, developed a transition plan (a list of non-compliant facility issues and the steps necessary to bring the facility into compliance to assure program accessibility), and made changes as needed to achieve program accessibility?

Yes No

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

Yes No

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

Yes No

5. Title 28, Part 35, Subpart E - Provides that a public entity must ensure that its communication with individuals with disabilities are as effective as communications

with others. In order to provide equal access, a public accommodation is required to make available appropriate auxiliary aids and services where necessary to ensure effective communication.

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

Yes No

Question: Has the district developed a transition plan (a list of non-compliant facility issues and the steps necessary to bring the facility into compliance to assure program accessibility) for structural modifications required to achieve program accessibility and provided a copy of that plan to the WTCS Facilities Director as part of the district's five-year facility plan?

Yes No

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

Yes No

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

Yes No

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

Yes No

VI. **Wisconsin Fair Employment Act**

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

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

Yes No

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

Yes No

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

Yes No

VII. **Chapter 38, Wis. Stats.**

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

VIII. **Contract for Services - TCS 8**

Policy and Procedural Requirements Relating to Non Discrimination

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

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

Yes No

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

Yes No

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

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

Yes No

SECTION III

Dissemination of EO/AA Information

Madison Area Technical College disseminates the EO/AA Policy internally and externally upon initial contact with employees, prospective employees, students, prospective students, clients, organizations, and other entities and on a regular basis as a part of its commitment to the principles of EO/AA.

Copies of the AA Plan and annual updates will be made available to all employees and students upon request and is available for review on the College Human Resources (HR) web page which will provide a calendar of events, training schedule, related policy statements and information and links to other relative websites. Interested parties may also contact the AA Officer to review the policy at (608) 246-6900.

Internal Dissemination

- The policy and complaint procedures will be incorporated into all employee and student policy and procedure manuals, guides and handbooks and posted on employee bulletin boards and in work break areas, reviewed at the employee orientation and management training programs; and included on the College's website;
- Updates and announcements will be included on the Madison College website, Matters online publication, employee newsletters and district communications;
- The District holds informational trainings with management and supervisory personnel to explain the intent of the policy, individual responsibility for effective implementation and the President's support for district-wide affirmative action. Informational trainings with all other employees are held to discuss the policy and complaint procedure and explain individual employee responsibilities; and,
- All students and employees will have access to information and an opportunity to familiarize themselves with the policy and the procedures for filing and resolution of discrimination or harassment complaints.

External Dissemination

- All recruitment sources, including employment agencies, colleges, vocational schools, and community-based organizations/agencies involved in the placement of minorities, women, persons with disabilities, veterans, and other protected classes will be informed of the policy;
- The continuous non-discrimination notification statement is included in annual public notifications, employment and student applications and recruitment materials, job

announcements, newspaper advertisements, vacancy notices, brochures, promotional and other education/employment-related materials;

- Communication with appropriate ethnic minority and women's organizations, community agencies, guidance counselors, high schools, colleges and other potential sources of ethnic minority and women applicants, to inform them of the College's employment opportunities and notification of non-discrimination statement; and,
- Subcontractors, vendors and suppliers are notified of the policy along with a request for appropriate action and compliance. Additionally, the clause is incorporated in all relevant purchase orders, leases and contracts.

RESPONSIBILITIES FOR IMPLEMENTATION

Madison College President bears the primary responsibility for implementing the College's policies on EO/AA. The President must assure that every employee and student is fully aware of the College's obligations and expectation under these policies. All manger and department heads of Madison College have a shared responsibility for the implementation of the policies held within the College's EO/AA plan.

In consultation with the Cabinet and the College's AA Officer the President may establish procedures. The employees and students of Madison College are collectively responsible to implement and make actionable the College's EO/AA Plan through eliminating discrimination and providing equality in both education and employment.

A. President

As the primary administrator of the College's EO/AA Program, the President is responsible for:

- Meeting with the AA Officer and School and Department heads to discuss the EO/AA policy and to review minority-hiring goals;
- Overseeing the College's EO/AA policies, procedures and programs; and assuring compliance with all related state and federal laws, rules and regulations;
- Imparting personal direction that assures total involvement and commitment to EO/AA and promote a proactive effort to create an employment and educational environment free of discrimination and harassment; and,
- Providing the District Board with an annual summary of the College's accomplishment in meeting goals.

B. Vice President of Human Resources

- Ensuring that adequate staffing and resources are committed to implement District policies in the area of EO/AA;
- Appointing appropriate personnel to serve as EO/AA Officer and delegating the responsibility for overseeing, administering, implementing, and monitoring the AA Plan and EO/AA responsibilities;
- Evaluating the work of the EO/AA Officer;
- Collaborate with the AA Officer to develop personnel processes that are EO/AA compliant; and,
- Partner with the AA Officer to design audit and reporting systems to measure program effectiveness.

C. Human Resources & Affirmative Action Officer

Under the direction of the President, the Vice President of Human Resources; Human Resources and the AA Officer are responsible for:

- Keeping management informed of the latest developments and requirements in EEO and recommending needed changes in policy and procedures;
- Assisting management staff in the interpretation and administration of the AA programs;
- Identifying problem areas and developing solutions for AA programs;
- Monitoring and auditing the hiring process to ensure compliance of the College's employment policies to recruit, interview, and select women, minorities, and persons with disabilities;
- Developing, implementing and monitoring the reporting systems designed to measure the effectiveness of the AA programs and assessing progress;
- Serving as liaisons between the College, community organizations, and EEO enforcement agencies by arranging meetings with internal/external college advisory councils for input on policy development and implementation;
- Directing dissemination of the Districts AA programs and policy to external

stakeholders;

- Developing, implementing, monitoring, and evaluating the College's EO/AA programs, plans and guidelines;
- Reviewing and revising policies and procedures to ensure compliance with applicable local, federal and state laws and regulations governing EO/AA;
- Ensuring that underutilized group members are included on respective committees throughout the College;
- Scheduling and conducting meetings and training sessions with managers, supervisors and other personnel of the college to ensure awareness of responsibilities regarding EO/AA;
- Auditing training programs and hiring and promotion patterns to remove impediments to the attainment of Madison College goals and objectives;
- Reviewing the qualifications of all employees to ensure that minorities and women are given equal opportunity for transfer and promotion;
- Making periodic checks to ensure that all EEO and AAP posters are properly displayed; and,
- Ensure that minority and female employees are equally encouraged to participate in all company-sponsored educational, training, recreational, and social activities.

D. Administrators/Supervisors

Administrators/supervisors are responsible for enforcing and implementing EO/AA policies, procedures, and programs within their functional areas of responsibility including, but are not limited to:

- Monitoring interdepartmental employment practices to ensure consistent execution of the College's EO/AA policies, plans, and procedures;
- Make recruitment efforts to achieve AA Program objectives and to maintain a diverse workforce for the department, division, work unit or section;
- Direct department managers, supervisors and hiring managers on matters related to EO/AA;

- Assist the AA Officer in the identification of any problem areas and help to eliminate any barriers to equal employment opportunity;
- Take action to prevent the harassment of employees based on protected class;
- Encourage, promote and provide a working and learning environment that supports EO/AA;
- Ensuring that committee groups they chair include underutilized group members;
- Conducting periodic discussions with subordinates to ascertain that EO/AA policies and procedures are being followed; and,
- Becoming actively involved with local minority and women's organizations, community action groups, and community service programs.

SECTION VI

Workforce and Goals Establishment

The workforce analysis is designed to assess the district employment population compared to the available workforce according to census data provided by the WTCS. The analysis herein compiles the identified population into EEO categorized groups as identified in Appendix 1. The determined the areas of district underutilization within the identified work categories pertaining to disabled persons, women and ethnic minorities are also included in this document.

To contextualize the analysis of all Madison College staff, it is necessary to recognize that of the 3,000 employees within the college, 81% are faculty; to narrow this further, 65% of all staff are part-time faculty.

A. Disabled

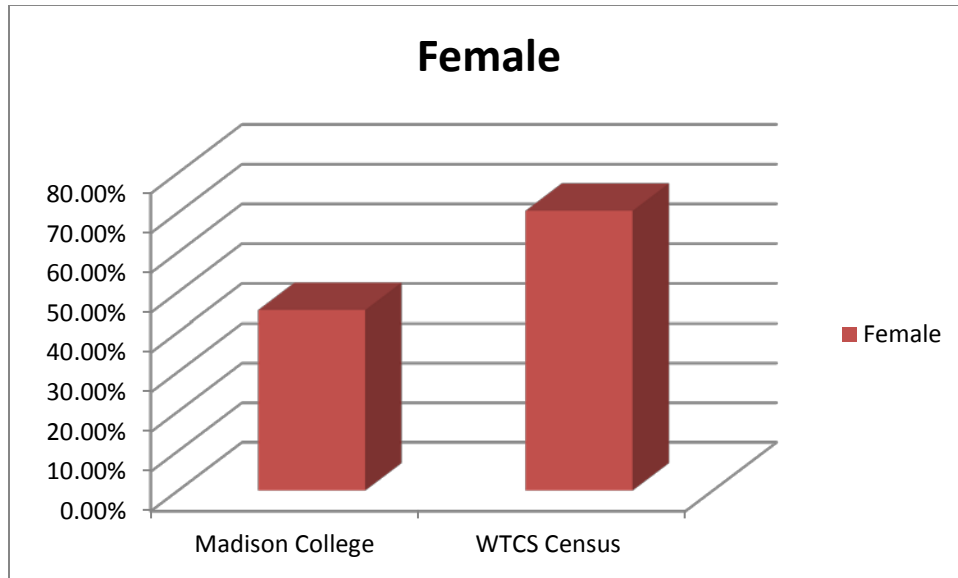
Madison College does not currently track data as it pertains to persons with disabilities who are employed by the college. Due to this deficiency the college is not able to make an adequate assessment as it pertains to the underutilization of persons with disabilities.

Goal: With the implementation of a new HRIS system in January 2015, Madison College plans to accurately track disabled status for future reporting.

B. Women

Overall Madison College effectively utilizes the district female population with regards to employment however we do realize one area of underutilization in the category of professional non-faculty. Professional non-faculty is defined as persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background, as stated by the WTCS.

Below is a chart depicting Madison College's underutilization comparisons:



While these numbers demonstrate a vast gap between the College and the district census data these percentages are minor when compared to the raw data. Currently Madison College has 11 total positions that are classified as professional non-faculty and five of those positions are held by women. The positions are within the College’s budget department, counseling and technology.

Goal: The goal to reach in order to meet the utilized threshold is to increase our women professional non-faculty by three and to increase women in the category of service maintenance by seven.

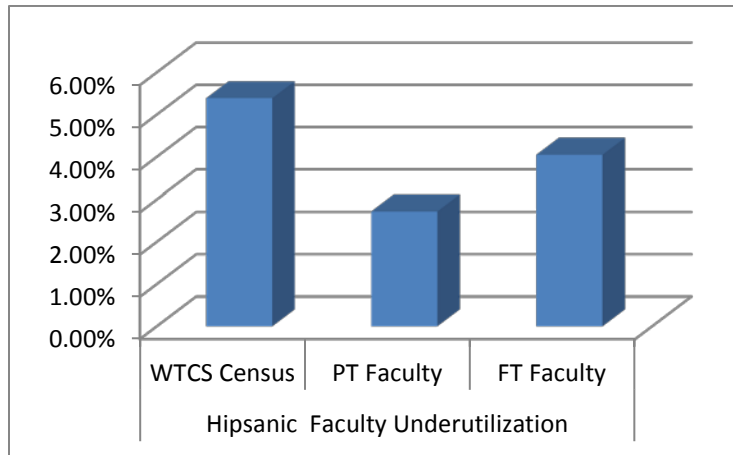
C. Veterans

Currently Madison College does not track veteran data and due to this deficiency we are not able to adequately address whether or not true underutilization exists within the college.

Goal: In order to track veteran status Madison College ensures that we will have a tracking component within our new HRIS system that will enable us to determine underutilization of veterans.

D. Ethnic Minority

Hispanic/Latino:

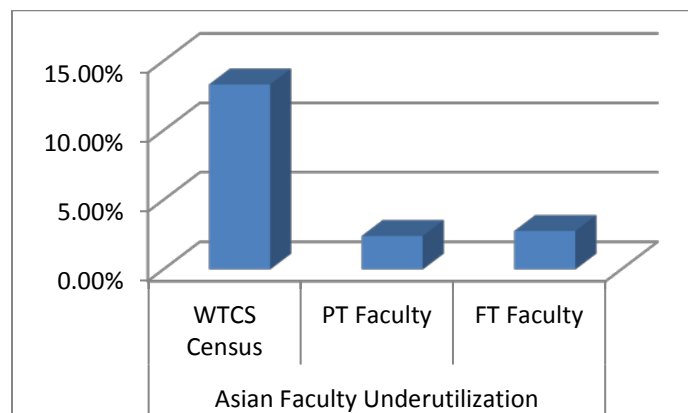


Hispanics are underutilized in the categories of faculty by 2.41%. To fully understand this analysis, we must break down the underutilized population into part-time and full-time faculty. When looking at this comparison, we see that there is a greater gap between the WTCS census and the part-time faculty and a lesser gap between the WTCS census and the full-time faculty. With a goal of 5.39% Hispanic faculty total, Madison College realized its greater goal within the part-time faculty.

Hispanics are also underutilized in the categories of service maintenance by 7.93% and total population by 1.42%

Goal: Increase Hispanic/Latino faculty by 58, and service maintenance by five. There is no need to increase in other areas if these numbers are achieved

Asian:



Overall Asians are underutilized in the category of faculty by 10.8%. When broken down, we see that within both the full-time and part-time faculty there is gross underutilization.

Goal: Increase Asian faculty by 262.

Multi-Racial:

Currently Madison College does not track employees who identify with one or more races, thus no accurate analysis can be made at this time.

Goal: Madison College expects to capture this information within the new HRIS system and therefore have adequate tracking for future reports.

E. Contributing Factors

A major concern and area to consider when evaluating this data is the large number of unreported and unknown diversification information. Madison College HRIS system has 401 employees who are unreported on ethnicity; these staff members make up 13.37% of all Madison College employees. Of these the breakdown includes 1.5% Administrative, 1.5% Clerical, 1.5% Technical/Paraprofessional and 95.5% Faculty.

This lack of information may dramatically skew the reported numbers within the next year. Madison College will implement a new HRIS system that will allow for more efficient, effective and succinct reporting wherein the expectation is that all employees will be able to maintain this data through self-service.

Additionally, there is no comparison census data for the skilled craft EEO-6 category from WTCS to compare the few employees within Madison College who fall within this category.

Furthermore, Madison College has no reporting currently available to adequately track employees who are multi-ethnic, however, this is expected to improve with the implementation of a new HRIS system in January 2015.

DISTRICT NAME: Madison Area Technical College
 ORGANIZATIONAL LEVEL:

DISTRICT WORKFORCE ANALYSIS

CATEGORY	TOTAL	FEMALES		PERSONS WITH DISABILITIES		RACIAL/ETHNIC GROUPS					
		No.	%	No.	%	American Indian/ Alaska Native		Asian		Black/ African American	
						No.	%	No.	%	No.	%
Administrators¹											
WTCS District Employees	96	44	45.8%	N/A	N/A	9	9.38%	3	3.13%	9	9.38%
District Labor Force	42,299	18,054	42.68%	1,845	4.36%	659	1.56%	1287	3.04%	659	1.56%
% Difference (+ or -)			3.12		N/A		7.82%		0.09%		7.82%
Underutilizations (yes/no)			No		N/A		No		No		No
Faculty²											
WTCS District Employees	2,418	1,305	53.97%	N/A	N/A	8	.33%	60	2.48%	55	2.27%
District Labor Force	9,989	4,670	46.75%	194	1.94%	7	.07%	1,331	13.32%	165	1.65%
% Difference (+ or -)			7.22%						-10.83%		0.62%
Underutilizations (yes/no)			No		N/A		No		Yes		No
Professional Non-Faculty											
WTCS District Employees	11	5	45.45%	N/A	N/A	0	0	1	9.09%	2	18.18%
District Labor Force	23,919	16,845	70.43%	842	3.52%	26	0.11%	327	1.37%	635	2.65%
% Difference (+ or -)			-24.94%				-0.11%		7.72%		15.53%
Underutilizations (yes/no)			Yes		N/A		No		No		No
Secretarial/Clerical											
WTCS District Employees	144	129	89.58%	N/A	N/A	0	0%	4	2.78%	6	4.17%
District Labor Force	30,113	25,995	86.32%	1,873	6.22%	28	0.09%	420	1.39%	656	2.18%
% Difference (+ or -)			3.26%				-0.09%		1.39%		1.99%
Underutilizations (yes/no)			No		N/A		No		No		No

DISTRICT NAME: Madison Area Technical College
 ORGANIZATIONAL LEVEL:

DISTRICT WORKFORCE ANALYSIS

CATEGORY	TOTAL	FEMALES		PERSONS WITH DISABILITIES		RACIAL/ETHNIC GROUPS					
		No.	%	No.	%	American Indian/ Alaska Native		Asian		Black/ African American	
						No.	%	No.	%	No.	%
Technical/Para-Professional											
WTCS District Employees	258	165	63.95%	N/A	N/A	9	9.38%	12	4.65%	9	9.38%
District Labor Force	15,059	7,234	48.64%	570	3.79%	659	1.56%	721	4.79%	659	1.56%
% Difference (+ or -)			15.31%	N/A	N/A		7.82%		-0.14%		7.82%
Underutilizations (yes/no)			No		N/A		No		Yes		No
Skilled Craft											
WTCS District Employees	2	1	50%	N/A	N/A	0	0%	0	0%	0	0%
District Labor Force	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Difference (+ or -)											
Underutilizations (yes/no)			No	N/A	N/A		N/A		N/A		N/A
Service/Maintenance											
WTCS District Employees	71	28	39.44%	N/A	N/A	0	0%	1	1.41%	8	11.27%
District Labor Force	39,688	19,828	49.96%	3,683	9.28%	197	0.50%	909	2.29%	1349	3.4%
% Difference (+ or -)			-10.52				-0.50%		-0.88%		7.87%
Underutilizations (yes/no)			Yes				No		No		
District Totals											
WTCS District Employees	3,000	1,667	55.56%	N/A	N/A	81	2.7%	81	2.70%	88	2.93%
District Labor Force	426,638	205,220	48.10%	24,758	5.80%	12,493	2.93%	12,493	2.93%	11,749	2.75%
% Difference (+ or -)			7.46%				-0.23%		-0.23%		0.18%
Underutilizations (yes/no)			No	N/A	N/A		No		Yes		No

DISTRICT NAME: Madison Area Technical College
 ORGANIZATIONAL LEVEL:

DISTRICT WORKFORCE ANALYSIS

CATEGORY	RACIAL/ETHNIC GROUPS							
	No.	Hispanic/ Latino %	Native Hawaii or Pacific Islander		Multi-Racial		No.	Unknown %
Administrators¹								
WTCS District Employees	4	4.17%	0	0%	N/A	N/A	5	5.21%
District Labor Force	919	2.17%	0	0%	454	1.07	N/A	N/A
% Difference (+ or -)		2%		0%	N/A	N/A	N/A	N/A
Underutilizations (yes/no)		No		No	N/A	N/A	N/A	N/A
Faculty²								
WTCS District Employees	72	2.98%	0	0%	N/A	N/A	275	11.37%
District Labor Force	538	5.39%	0	0%	217	2.17%	N/A	N/A
% Difference (+ or -)		-2.41%			N/A	N/A	N/A	N/A
Underutilizations (yes/no)		Yes			N/A	N/A	N/A	N/A
Professional Non-Faculty								
WTCS District Employees	1	9.01%	0	0%	N/A	N/A	0	0%
District Labor Force	354	1.48%	0	0%	65	0.27%	N/A	N/A
% Difference (+ or -)		7.53%				N/A		N/A
Underutilizations (yes/no)		No				N/A		N/A
Secretarial/Clerical								
WTCS District Employees	14	9.72%	0	0%	N/A	N/A	0	0%
District Labor Force	659	2.19%	1	0%	511	1.70%	N/A	N/A
% Difference (+ or -)		7.53%		0%	N/A	N/A		N/A
Underutilizations (yes/no)		No		No		N/A		N/A

DISTRICT NAME: Madison Area Technical College

ORGANIZATIONAL LEVEL:

DISTRICT WORKFORCE ANALYSIS

CATEGORY	RACIAL/ETHNIC GROUPS							
	Hispanic/Latino		Native Hawaii or Pacific Islander		Multi-Racial		Unknown	
	No.	%	No.	%	No.	%	No.	%
Technical/Para-Professional								
WTCS District Employees	14	5.43%	1	0.39%	N/A	N/A	3	1.16%
District Labor Force	446	2.96%	0	0%	280	1.86%	N/A	N/A
% Difference (+ or -)								
Underutilizations (yes/no)		No		No	N/A	N/A		N/A
Skilled Craft								
WTCS District Employees	0	0%	0	0%	0	0%	0	0%
District Labor Force	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Difference (+ or -)							N/A	N/A
Underutilizations (yes/no)		N/A		N/A		N/A		N/A
Service/Maintenance								
WTCS District Employees	1	1.41	0	0%	N/A	N/A	0	0%
District Labor Force	3,707	9.34%	0	0%	709	1.79%	N/A	N/A
% Difference (+ or -)		-7.93%		0%		N/A		N/A
Underutilizations (yes/no)		Yes		No		N/A		N/A
District Totals								
WTCS District Employees	106	3.53%	1	0%	N/A	N/A	401	13.37%
District Labor Force	21,102	4.95%	10	0%	4,878	1.14%	N/A	N/A
% Difference (+ or -)		-1.42%		0%		N/A		N/A
Underutilizations (yes/no)		Yes		No		N/A		N/A

SECTION V

Affirmative Action Initiatives (Employment)

Initiatives marked with () indicates new initiatives in 2013/14*

Initiative/ Program	Summary	Evaluation	Progress
Annual Part-time Faculty Recruitment Fair	<p>The part time faculty recruitment fair is an event designed to enhance awareness within the diversified Madison community regarding to part-time faculty opportunities at Madison College. The expectation is that senior leadership, Deans, and faculty will work together to share information regarding certification measures, application processing, WTCS faculty standards, and Madison College requirements that may present a barrier to employment. The event will be advertised locally via various media outlets and held on an annual basis.</p>	<p>The college will track all attendants of the event through monitored registration. On a biennial basis the college will determine how many of the fair attendants have been hired and worked at the college. The college will further hold a survey to measure the success of the event and determine what improvement measures should be taken.</p>	<p>Each year progress will be measured by number of applicants, number of hires, and survey results. This program is an ongoing effort that will begin in spring of 2015.</p>
Minority Community Partnerships	<p>Currently Madison College partners with various affinity groups to gain knowledge, ascertain diverse community concerns, develop action plans for hiring shifts and changes and to promote job vacancies. Community partners include the Madison Area Diversity Roundtable (MADR), Madison Network of Black Professionals (MNBPP), Latino Professionals Association (LPA), the Community Council of Color (CCC), 100 Black Men, NAACP, and Urban League. Madison College will continue to make other community liaisons within the various minority groups including the various Chambers of Commerce and the Communities United.</p>	<p>Madison College has sponsored and participated in the 2014 Diversity Symposium hosted by MADR, encourages representation of the College at monthly networking events hosted by MNBPP and LPA. Success of these partnerships will be driven by Madison College's continued commitment to a diverse and inclusive environment.</p>	<p>This initiative is new and will be evaluated annually per the annual update report.</p>

<p>* Veteran Services Partnership & Recruitment</p>	<p>Recruitment efforts have not been particularly targeted to focus on veterans as the College has not previously had tools for tracking. The college will work cohesively with the Department of Veteran Affairs to ensure that all current and ongoing job opportunities are available for veteran applicants.</p>	<p>With the implementation of a new HRIS, the College will have the capability to determine the number of hires that are veterans.</p>	<p>Human Resources will monitor and track application sources for reporting on where information is gathered regarding open positions. These numbers will be reported in the annual update report.</p>
<p>Diversity Improvement Training</p>	<p>HR staff conducts various employment and diversity-related training sessions to support achieving our goal of cultivating a climate for success of all employees. Trainings includes: new manager training on the hiring process; Disability and Employment-Disclosure and Employment session; new EEO Representative training; and Cultural Biases</p>	<p>Trainings will be evaluated by the attendants to determine effectiveness. HR will conduct a survey after one year to solicit feedback and determine additional training needs.</p>	<p>This is an ongoing effort that aligns with the College's commitment to diversity and will be reported on annually.</p>
<p>Use of Diversified Recruitment Resources</p>	<p>Recruitment efforts will include diversified outlets including various diversity job boards, print publications, websites, email lists, and websites.</p> <p>HR will further explore diversity job fairs to be proactive in recruitment of diversified talent.</p>	<p>HR will monitor and track applications and interview candidates to determine how they became aware of open positions at the college. HR will also evaluate recruitment resources by conducting a cost benefit analysis for continued use.</p>	<p>This is an ongoing effort that aligns with the College's commitment to diversity and will be reported on annually.</p>
<p>Wisconsin Job Center Partnership</p>	<p>The Wisconsin Job Center reaches a wide variety of ethnically diverse, disabled and veteran talent. Currently the College ensure that positions are posted with the job center and on their website. HR will further explore the options of hosting periodic job fairs with the job center to increase visibility within the community and to demonstrate willingness for partnership to that serviced population.</p>	<p>HR will monitor and track applications and interview candidates to determine how they became aware of open positions at the college. HR will also continue to identify and evaluate potential community partners to help promote diversity initiatives.</p>	<p>This is an ongoing effort that aligns with the College's commitment to diversity and will be reported on annually.</p>

* PT Faculty Hiring Audit	HR is evaluating ways to monitor, control and track the hiring of part-time faculty. An audit will be conducted in the 2015-2016 fiscal year to determine how part-time faculty are recruited, selected and hired.		An update on the findings and action items will be included in the update plan.
Division of Vocational Rehabilitation Partnership	Recruitment efforts have not been particularly targeted to focus on the disabled as the College has not previously had tools for tracking. The college will work cohesively with the Division of Vocational Rehabilitation to ensure that all current and ongoing job opportunities are available for disabled applicants.	With the implementation of a new HRIS the College will have the capability to identify the number of hires that are disabled through an automatic tracking system and self-identification.	HR will monitor and track application sources for reporting on where information is gathered regarding open positions. These numbers will be reported in the annual update report.

SECTION VI

District Student Analysis and Goals

The student analysis is designed to assess the district student population compared to the available workforce according to census data provided by the WTCS. The analysis herein compiles the identified population into EEO categorized groups as identified in Appendix 1.

Madison College's AA goal is to achieve equitable representation of disabled, female and racial minority students in each program area, from both an enrollment and graduation perspective.

A. Disabled

Disabled students are underutilized in the following categories:

Enrollment: Agriculture, General Education, Health, Industrial, Marketing

Completion: Agriculture, General Education, Health, Marketing, Service

2013 – 2014 Disabled Students								
EEOC Category	Enrollment				Completion			
	Total # of Students	# / % of Students	% Available in District	Underutilized?	# of Completing Students	# / % of Students	% Available In District	Underutilized?
Agriculture	594	29 / 4.88%	7.79%	Y	92	4 / 4.35%	7.79%	Y
Business	4504	354 / 7.86%	7.79%	N	408	34 / 8.33%	7.79%	N
Family & Consumer Ed	737	77 / 10.45%	7.79%	N	115	17 / 14.78%	7.79%	N
General Education	1821	129 / 7.08%	7.79%	Y	19	0 / 0.00%	7.79%	Y
Graphics	629	74 / 11.76%	7.79 %	N	80	8 / 10.00%	7.79%	N
Health	3815	193 / 5.06%	7.79%	Y	1944	68 / 3.50%	7.79%	Y
Industrial	1562	94 / 6.02%	7.79%	Y	194	17 / 8.72%	7.79%	N
Marketing	1235	92 / 7.45%	7.79%	Y	93	6 / 6.45%	7.79%	Y
Service	971	103 / 10.61%	7.79%	N	178	13 / 7.30%	7.79%	Y
Technical & TV	674	55 / 8.16%	7.79%	N	72	8 / 11.11%	7.79%	N

B. Women

Female students are underutilized in the following categories:

Enrollment: Industrial, Service, Technical & Television

Completion: General Education, Industrial, Service, Technical & Television

2013 – 2014 Female Students								
EEOC Category	Enrollment				Completion			
	Total # of Students	# / % of Students	% Available in District	Underutilized?	# of Completing Students	# / % of Students	% Available In District	Underutilized?
Agriculture	594	353 / 59.43%	49.24%	N	92	74 / 80.43%	49.24%	N
Business	4504	2397 / 53.22%	49.24%	N	408	211 / 51.72%	49.24%	N
Family & Consumer Ed	737	606 / 82.23%	49.24%	N	115	92 / 80.00%	49.24%	N
General Education	1821	1036 / 56.89%	49.24%	N	19	8 / 42.11%	49.24%	Y
Graphics	629	330 / 52.46%	49.24%	N	80	48 / 60.00%	49.24%	N
Health	3815	3058 / 80.16%	49.24%	N	1944	1541 / 79.27%	49.24%	N
Industrial	1562	70 / 4.48%	49.24%	Y	194	9 / 4.62%	49.24%	Y
Marketing	1235	671 / 54.33%	49.24%	N	93	53 / 56.99%	49.24%	N
Service	971	422 / 43.46%	49.24%	Y	178	66 / 37.08%	49.24%	Y
Technical & TV	674	79 / 11.72%	49.24%	Y	72	11 / 15.28%	49.24%	Y

C. Ethnic Minority

Minority students are underutilized in the following categories:

Enrollment: Agriculture, Industrial

Completion: Agriculture, Industrial, Technical & Television

2013 – 2014 Minority Students								
EEOC Category	Enrollment				Completion			
	Total # of Students	# / % of Students	% Available in District	Underutilized?	# of Completing Students	# / % of Students	% Available In District	Underutilized?
Agriculture	594	65 / 10.94%	14.26%	Y	92	3 / 3.26%	14.26%	Y
Business	4504	924 / 20.52%	14.26%	N	408	61 / 14.95%	14.26%	N
Family & Consumer Ed	737	201 / 27.27%	14.26%	N	115	14 / 12.17%	14.26%	Y
General Education	1821	418 / 22.95%	14.26%	N	19	3 / 15.79%	14.26%	N
Graphics	629	106 / 16.85%	14.26%	N	80	10 / 12.50%	14.26%	Y
Health	3815	630 / 16.51%	14.26%	N	1944	294 / 15.12%	14.26%	N
Industrial	1562	203 / 13.00%	14.26%	Y	194	20 / 10.26%	14.26%	Y
Marketing	1235	227 / 18.38%	14.26%	N	93	16 / 17.20%	14.26%	N
Service	971	266 / 27.39%	14.26%	N	178	39 / 21.91%	14.26%	N
Technical & TV	674	108 / 16.02%	14.26%	N	72	10 / 13.89%	14.26%	Y

D. Veterans

Madison College is approved by the Wisconsin State Approving Agency for training of qualified veterans under the Veterans Educational Benefits Act (GI Bill), and for the training of eligible dependents of deceased or disabled veterans which includes post-high school vocational diploma programs and day and evening associate degree programs.

Section VII Affirmative Action Initiatives (Students)

Initiative Name (* indicates new initiative in 2013-2014)	Responsible Unit
Academic Support Services: Help Perkins-eligible students succeed in their classes and/or selected educational programs. Services provided include peer tutoring, note taking and text on tape services.	School of Academic Advancement Library and Academic Support Services
Adult Basic Education/Expanded Adult Basic Education Services: Provides basic education (including remedial and developmental instruction), adult secondary, and English as a second language (ESL) instruction to under-prepared learners district-wide. Learners receive instruction that is required to assist them in meeting their educational goals.	School of Academic Advancement
Apprenticeship Program Training: Apprenticeship Program advisory committees and the College have combined efforts to increase and improve access, recruitment, training, and retention of women and minorities into construction trade careers through state-approved apprenticeship programs.	Apprenticeship Program (Agriculture, Apprenticeship, Technical & Industrial)
Associate Degree/Practical Nursing Student Success Committee: This committee is working to make better connections between students with needs and student success resources available on campus. The School of Academic Advancement assists with tutoring and supplemental instruction, Multicultural Student Services provides advising and counseling services, and Disability Resources ensure that adequate accommodations are provided to students with limited English proficiency.	Associate Degree/Practical Nursing Student Success Committee
Childcare Extension Courses: This initiative aims to increase educational opportunities for the Latino community in the childcare area, increase continuing education opportunities for certification purposes, and help childcare providers meet state and WTCS requirements.	Learning Programs
Childcare Means Parents in School (CCAMPIS) Grant (Child and Family Center): The CCAMPIS is a federally funded grant through the Department of Education that supports the participation of low-income parents in post-secondary education through the provision of campus-based childcare services.	Student Development & Success (Student Life and Development Center)
C.N.A. Training Program for Limited English Proficient (LEP) Students: Specialized curriculum to support LEP learners enrolling in the Nursing Assistant program has been developed. The program provides entry-level access to healthcare careers and is the initial prerequisite for the associate degree (ADN) and technical diploma (PN) nursing programs. Supplemental instruction for ESL students and for students with disabilities is currently offered. These CNA support classes are recommended for students who don't meet minimum requirements for entry into the NA program and for those who want to improve study skills. The classes are a prerequisite to the CNA course as well as for those already registered who want extra support. Update: The ESL CNA support class requires ESL Compass scores and placement into ESL level 5 or above. The other support class is for students who score between 40-74 on the Compass Reading test. The CNA program has elected to direct these students to their 10 week course versus the 8 week course in hopes that the pace of the class will help with student success.	School of Academic Advancement

Initiative Name (* indicates new initiative in 2013-2014)	Responsible Unit
Critical Literacy Program: This program assists faculty to develop teaching practices that are sensitive to diversity and gender-related issues and are more effective with students of color.	Human Resources/Learning Programs
Diversity & Community Relations Council: to Support an inclusive and diverse environment for students, faculty, staff and administration through coordinated diversity programs and initiatives across the college and surrounding communities	President's Office
Economic Development of Minority- and Woman-Owned Businesses: The Business Procurement Assistance Center's cooperative agreement develops goals regarding business counseling and contracts awarded to minority-owned businesses and woman-owned small businesses.	Business Procurement Assistance Center
Employment Success Program: The Employment Success Program provides career exploration, job development support, and employment preparations services to at least 100 Perkins-defined "at risk" students. Approximately 50% of participants are students with disabilities. At least 35 students are placed into work options, job shadows and employment experiences yearly. Program staff develops and maintain relationships with area employees and identify those with potential for hiring "at risk" students.	Career and Employment
English as a Second Language/Bilingual Teacher 2+2 Training - MATC/Edgewood College: The purpose of the Edgewood College ESL Teacher Training Program is to strengthen the quality and increase the number of bilingual Early Childhood and Elementary Teachers licensed in the State of Wisconsin. MATC's objective is to academically prepare twenty FTE students for transfer to Edgewood College.	Supervised by Downtown Campus Administrator, supported by Associate Dean of Arts & Sciences
Gateway To College: This is a dropout prevention and drop out recovery program. Youth, between the ages of 16 and 21, who are not on track to graduate or who have dropped out of school, earn a high school diploma and college credits in a supportive college environment. The targeted population is disproportionately students of color. During our first year, 56% of our students were students of color. Replication funding and support is provided by the Gateway to College National Network. Student funding is provided by their home school districts.	College and Career Transition
Industry Partnerships Project: Employer partnerships in manufacturing and healthcare industries helped develop a curriculum to train incumbent and dislocated workers in the critical skills needed to be competitive, productive employees in the workplace.	Business, Industry & Community Services
Foundations of Healthcare: A program to support successful entry by dislocated workers, low income adults, minority persons and at-risk older youth into healthcare training by focusing on contextualized basic skills in reading, writing, math, computers & communications was developed.	Business, Industry & Community Services and School of Academic Advancement
General Education Institute: General Education classes were shaped into an institute format and offered specifically for dislocated workers who could not wait for the traditional college schedule to begin their retraining program.	Business, Industry & Community Services & Watertown Campus
High School Equivalency Program (HEP Program): The HEP program provides instruction that enables seasonal agricultural and migrant farm workers or their eligible children to obtain a high school equivalency diploma. The program provides participants with limited transportation and childcare assistance to remove participation barriers.	School of Academic Advancement

Initiative Name (* indicates new initiative in 2013-2014)	Responsible Unit
Workplace Occupational Spanish and Cross-Cultural Training: Spanish language and cross-cultural training is provided to help employers improve the climate and communication between and among workers from diverse backgrounds, cultures and countries.	Business, Industry & Community Services
Manufacturing Bridge: This program helps ABE/ESL students to transition and succeed in credit bearing careers in manufacturing. Students complete 9 college credits and get a semester of intensive academic and transition support.	School of Academic Advancement
Marketing – Ensuring Diversity in Marketing & Media: College promotional materials – print and electronic – depict people of diverse ethnic and racial backgrounds, gender and age in an effort to recruit a diverse student population. MATC regularly advertises in local ethnic and minority publications.	Institutional Marketing and Public Relations
<p>Mentoring Minority Scholars Program: The designed to help minority students, both male and female, achieve academic and personal success. The goals of the program are to: Improve the retention of students enrolled at MATC, create a learning community based on common student goals and interests, create opportunities for students to make broader and deeper connections across the College, create a more accessible, encouraging and accepting campus experience. The program provides for:</p> <ul style="list-style-type: none"> ▪ bi-weekly meetings centered on the curriculum for P.O.W.E.R. Learning ▪ mentoring - a mentor is assigned to each student – either from the college or from the community ▪ an opportunity to earn money for college through a work-study position ▪ a platform for making meaningful connections across the college and with peers <p>The program has been supported by grants from the Great Lakes Foundation.</p>	Office of Retention & Success / TRiO
Microsoft Office Bilingual (English/Spanish) Basic Certificate: MATC’s basic and advanced certificates in Microsoft Office are offered bilingually in English and Spanish. These courses are offered at the South Campus via Business Technology programming.	School of Business and Applied Arts
Middle College: This program is a dual credit career pathway program targeted toward high school juniors who are interested in advancing their education in targeted industry sectors. This is in conjunction with the Department of Workforce Development. In the short time we have been running middle college we have found that this program has increased our diversity component quite a bit. We currently have a Middle College pathway for Business Technology and Culinary programs.	School of Economic Workforce and Development
Multicultural Student Advising: A Multicultural Student Services part-time advisor is designated to support minority students preparing to enter and those students enrolled in health occupations programs.	Student Development and Success

Initiative Name (* indicates new initiative in 2013-2014)	Responsible Unit
<p>Nursing Curriculum Focus on Diversity: Concepts related to specific cultural practices and health beliefs are developed for integration into the Nursing curriculum. The Associate Degree Nursing program and Nursing Assistant courses have integrated concepts related to specific cultural practices and health beliefs into their curriculum to the degree possible given that both programs are required to utilize state wide, WTCS approved curriculum.</p>	School of Health Education
<p>Perkins Local Performance Improvement Plan: MATC outlines strategies for improvements it will undertake to address course completion, graduation, and employment performance for defined special population students.</p>	Student Development and Success
<p>Project Odyssey: The UW Odyssey Project provides students who are facing economic barriers with a chance to start college. MATC assists the UW in providing students with a chance to start college by offering college transfer courses and academic support services.</p>	Learning Programs
<p>Project SWEETT (Southeastern Wisconsin Excellence in Education through Teacher Training Project): The purpose of Project SWEETT is to increase the number of bilingual teachers in the State of Wisconsin. MATC recruits and provides education to minority language speakers through the College Transfer Program.</p>	Arts & Sciences Division
<p>Refugee Children School Impact Teacher Training Grant: This project seeks to increase access to educational opportunities for refugee communities in our area and increase the number of highly qualified early childhood educators by improving the English proficiency and literacy skills of children and young adults from refugee families; providing access to institutes of higher learning; disseminating best practices in early childhood educational programs; and increasing the number of refugee educators.</p>	Learning Programs
<p>Refugee Teacher Training Grant: Qualified bilingual refugee-status applicants (as determined by federal guidelines) who are interested in becoming early childhood educators are assisted in completing the MATC Early Childhood Education Associate degree program and meet licensing requirements.</p>	MATC Foundation/Downtown Education Center
<p>Remedial Instruction for Perkins-Eligible Special Population Students (unduplicated count): Remedial academic support is provided to Perkins-eligible special population students including disabled students, students with limited English proficiency and students who are academically disadvantaged.</p>	School of Academic Advancement
<p>Small Business Workshops for Minorities (in English) with focus on African-American Community: This program provides current and new African-American and other minority businesses with the knowledge and basics to operate a successful business in Dane County. The 10-session program covers money management, business planning, legal considerations, personnel management and other related topics.</p>	Business, Industry & Community Services
<p>Special Needs Instruction: Full-time faculty provide direct instruction to special needs students based on individualized educational plans. Students develop accommodation plans and create instructional strategies specifically recommended for special needs students.</p>	School of Academic Advancement

Initiative Name (* indicates new initiative in 2013-2014)	Responsible Unit
Small Business Workshop for Latino/Spanish Speaking Community: A series of 10 classes that include essential information in order to start a business is provided. Technical assistance for those who already have started a business is provided.	Business, Industry & Community Services
Student Clubs and Organizations: Membership in student clubs at MATC does not discriminate in any of the protected classes identified through Wisconsin State Law. There are currently 10 student groups whose purpose is to support underrepresented student populations on campus and provide educational and cultural programming to the students of MATC. The breakdown of the clubs/organizations include: 7 clubs focused on ethnicity/race, 1 club focused on the LGBT community and allies, 1 club representing women in a male-dominated field (trades), and 1 club focused more broadly on social justice issues	Student Development & Success (Student Life)
Student Involvement Tracking Systems: Student Life purchased an on-line student engagement software that connects students to student involvement opportunities as well as tracking their engagement and involvement at MATC. The system allows the staff to ask questions such as parental status, how many hours they work throughout the week or if they work on campus, etc. This data will allow the student life staff to more effectively develop an involvement campaign targeting specific populations. Through this campaign, the goal will be to encourage involvement outside of the classroom and/or create intentional opportunities reflective of needs in an effort to retain underrepresented students at MATC.	Student Development & Success (Student Life)
Student Life United Common Ground Program Series: The Educational Programming Board is a student-led programming group that develops, implements, and hosts learning programs on current issues, multiculturalism, and global awareness as a means to enhance learning and foster knowledge and competencies related to the Core Ability of global and cultural perspectives.	Student Development & Success (Student Life)
*Student Recruitment Activities: MATC has increased its presence at various multicultural events to increase awareness about MATC programs and increase the number of diverse students enrolling at MATC.	Student Development & Success (Recruiting)
Student Recruitment Activities; posting of faculty openings: Several faculty openings have been posted in professional journals and trade magazines with a broader regional and national readership. Student recruitment activities designed to reach a more diverse population include: translation of Machine Tool program brochure into Spanish & delivery to Spanish-based CBOs; ads promoting our NSF-funded scholarship program (ACEM) in UMOJA.	Vet Tech, Automotive, Construction/Remodeling, Machine Tool
Student Security Officer Program: MATC Security Services is utilizing a diverse cross-section of students with varying backgrounds in an effort to provide a higher quality of public safety.	MATC Security Services

Initiative Name (* indicates new initiative in 2013-2014)	Responsible Unit
Study and Success Skills for Perkins eligible Population Students: Student success skills and peer tutoring are provided to special population Perkins-eligible students including students who are limited English proficient, disabled or non-traditionally aged through our Student Achievement Centers.	School of Academic Advancement
Support Services for Perkins Eligible Students with Disabilities: Support services such as sign language interpreter services and test taking accommodations are provided to Perkins-eligible students with disabilities enrolled in at least one credit of a technical education course.	School of Academic Advancement & Disability Resource Services
*TAATC Grant: this grant targets veterans and displaced workers. The focus of the grant is to help these people transition into the workforce or to change careers through technology training. We currently offer pathways into our Network Security Program, Help Desk Program, and Business Technology programs (software applications).	School of Business and Applied Arts
TechWorks: This project helps Information Technology (IT) students with disabilities develop and refine the skills needed to enter the IT workforce. Based on an innovative team approach combining the expertise and resources of its partners, the TechWorks project links students to existing services provided by the college and provides additional services.	Business, Industry & Community Services
Testing Accommodations: Alternative testing methods and settings to meet the learning needs of students with varying disabilities are provided on a district wide basis to assist students in achieving course and program success by removing barriers imposed by their special needs or specific disability. . Accommodated testing is also provided for COMPASS placement testing, TEAS (Test of Essential Academic Skills), GED testing and pre-GED testing as well.	Student Development & Success (Testing Services)
*Tools for Tomorrow: The Tools for Tomorrow Program seeks to increase the enrollment, academic performance, and graduation rates of women (and men) students in the 80 occupational degree, diploma, and apprenticeship programs at the college that are defined by the U.S. Department of Labor as nontraditional for their gender. Goals and performance benchmarks in these areas are primarily proscribed by the federal Carl D. Perkins Career and Technical Education Act and standards set by the Wisconsin Technical College System Board. The annual goal is to engage approximately 175 nontraditional students in a diverse array of student-centered, sequential services that leads to increased enrollment and graduation rates of these underrepresented populations.	Career and Employment
*United Common Ground (UCG): a student organization whose mission is to assist students in formulating a global perspective. Using the Inclusive Excellence model, the organization, through the planning of programs and activities, assists in the education of students in areas of identity and diversity education of students own ethnicity and identity and that of their fellow students.	Student Development & Success/Student Life
Urban League/MATC Medical Administrative Pre-Training Project: The Medical Administrative Pre-Training Program was crafted to introduce low income and/or disadvantaged individuals to the concepts and basic competencies needed for clerical/administrative work in a healthcare setting.	Learning Programs

Initiative Name (* indicates new initiative in 2013-2014)	Responsible Unit
<p>*Women in IT: Scholarship that has been develop to help attract and support more women into the Information Technology professions. One of the Madison College Foundation scholarships. Available to women who are pursuing an associate degree in computer Information Technology at the Madison College Truax campus. In order to receive the award, student must have applied and have been accepted into one of the IT associate degree programs.</p>	<p>School of Business and Applied Arts</p>
<p>Workplace Education (BICS): The WPE program provides on-site just-in-time customized instructional services for various sized employers throughout the District, primarily to serve workers for whom English was not their primary language.</p>	<p>Business, Industry & Community Services</p>
<p>*WorkSmart Network: Madison College is a partner in the WorkSmart Network funded through the Workforce Investment Act (WIA) through the Department of Labor and the Workforce Development Board of South Central Wisconsin and. Additional partners include Employment and Training Assistance, Opportunities Inc., Latino Academy of Workforce Development, Urban League of Greater Madison and others. Training Navigators provide retention and employment support to qualified youth, adults and dislocated workers pursuing longer-term training at the College.</p>	<p>Career and Employment</p>

Evaluation of Plans:

All student plans will be evaluated on a cyclical basis for progress and successes. These updates will be provided in the WTCS annual AA plan update.

APPENDIX

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
Compliance Indicator I - Program Areas

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)	16,542	93	0.56 %	563	3.40 %	977	5.91 %	1,035	6.26 %	12,897	77.97 %	13	0.08 %	467	2.82 %	497	3.00 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.66 %		-0.16 %		2.48 %		1.37 %		-7.77 %		0.05 %		1.68 %		
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)	3,196	10	0.31 %	110	3.44 %	120	3.75 %	155	4.85 %	2,635	82.45 %	2	0.06 %	73	2.28 %	91	2.85 %
Total Enrollment (1)	16,542	93	0.56 %	563	3.40 %	977	5.91 %	1,035	6.26 %	12,897	77.97 %	13	0.08 %	467	2.82 %	497	3.00 %
% Difference (5)			-0.25 %		0.04 %		-2.15 %		-1.41 %		4.48 %		-0.02 %		-0.54 %		-0.16 %
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

Agriculture

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)	594	2	0.34 %	12	2.02 %	22	3.70 %	19	3.20 %	492	82.83 %	1	0.17 %	9	1.52 %	37	6.23 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.88 %		-1.54 %		0.28 %		-1.68 %		-2.91 %		0.14 %		0.37 %		

** ASIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **

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)	92	0	0.00 %	1	1.09 %	0	0.00 %	0	0.00 %	89	96.74 %	0	0.00 %	2	2.17 %	0	0.00 %
Total Enrollment (1)	594	2	0.34 %	12	2.02 %	22	3.70 %	19	3.20 %	492	82.83 %	1	0.17 %	9	1.52 %	37	6.23 %
% Difference (5)			-0.34 %		-0.93 %		-3.70 %		-3.20 %		13.91 %		-0.17 %		0.66 %		-6.23 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

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)	4,504	18	0.40 %	219	4.86 %	279	6.19 %	269	5.97 %	3,484	77.35 %	4	0.09 %	135	3.00 %	96	2.13 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.82 %		1.30 %		2.77 %		1.09 %		-8.38 %		0.06 %		1.86 %		

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)	408	0	0.00 %	23	5.64 %	12	2.94 %	18	4.41 %	339	83.09 %	0	0.00 %	8	1.96 %	8	1.96 %
Total Enrollment (1)	4,504	18	0.40 %	219	4.86 %	279	6.19 %	269	5.97 %	3,484	77.35 %	4	0.09 %	135	3.00 %	96	2.13 %
% Difference (5)			-0.40 %		0.77 %		-3.25 %		-1.56 %		5.73 %		-0.09 %		-1.04 %		-0.17 %

**** 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 ****

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)	737	4	0.54 %	18	2.44 %	50	6.78 %	106	14.38 %	528	71.64 %	1	0.14 %	22	2.99 %	8	1.09 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.68 %		-1.12 %		3.36 %		9.50 %		-14.09 %		0.10 %		1.84 %		

** 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)	115	0	0.00 %	2	1.74 %	2	1.74 %	10	8.70 %	100	86.96 %	0	0.00 %	0	0.00 %	1	0.87 %
Total Enrollment (1)	737	4	0.54 %	18	2.44 %	50	6.78 %	106	14.38 %	528	71.64 %	1	0.14 %	22	2.99 %	8	1.09 %
% Difference (5)			-0.54 %		-0.70 %		-5.05 %		-5.69 %		15.31 %		-0.14 %		-2.99 %		-0.22 %

** 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 **

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)	1,821	9	0.49 %	53	2.91 %	127	6.97 %	146	8.02 %	1,365	74.96 %	1	0.05 %	82	4.50 %	38	2.09 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.73 %		-0.65 %		3.55 %		3.13 %		-10.78 %		0.02 %		3.36 %		

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)	19	0	0.00 %	0	0.00 %	1	5.26 %	0	0.00 %	16	84.21 %	0	0.00 %	2	10.53 %	0	0.00 %
Total Enrollment (1)	1,821	9	0.49 %	53	2.91 %	127	6.97 %	146	8.02 %	1,365	74.96 %	1	0.05 %	82	4.50 %	38	2.09 %
% Difference (5)			-0.49 %		-2.91 %		-1.71 %		-8.02 %		9.25 %		-0.05 %		6.02 %		-2.09 %

**** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE ****
**** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE ****
**** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE ****

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)	629	7	1.11 %	25	3.97 %	21	3.34 %	38	6.04 %	509	80.92 %	1	0.16 %	14	2.23 %	14	2.23 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.11 %		0.41 %		-0.09 %		1.16 %		-4.81 %		0.13 %		1.08 %		

GRADUATE COMPARISON

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	80	1	1.25 %	3	3.75 %	0	0.00 %	3	3.75 %	69	86.25 %	1	1.25 %	2	2.50 %	1	1.25 %
Total Enrollment (1)	629	7	1.11 %	25	3.97 %	21	3.34 %	38	6.04 %	509	80.92 %	1	0.16 %	14	2.23 %	14	2.23 %
% Difference (5)			0.14 %		-0.22 %		-3.34 %		-2.29 %		5.33 %		1.09 %		0.27 %		-0.98 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **
 ** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Health

ENROLLEE COMPARISON

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	3,815	13	0.34 %	138	3.62 %	171	4.48 %	199	5.22 %	3,092	81.05 %	2	0.05 %	107	2.80 %	93	2.44 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.88 %		0.06 %		1.05 %		0.33 %		-4.69 %		0.02 %		1.66 %		

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)	1,944	6	0.31 %	65	3.34 %	77	3.96 %	97	4.99 %	1,593	81.94 %	1	0.05 %	48	2.47 %	57	2.93 %
Total Enrollment (1)	3,815	13	0.34 %	138	3.62 %	171	4.48 %	199	5.22 %	3,092	81.05 %	2	0.05 %	107	2.80 %	93	2.44 %
% Difference (5)			-0.03 %		-0.27 %		-0.52 %		-0.23 %		0.90 %		0.00 %		-0.34 %		0.49 %

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)	1,562	17	1.09 %	22	1.41 %	75	4.80 %	63	4.03 %	1,255	80.35 %	1	0.06 %	25	1.60 %	104	6.66 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.13 %		-2.15 %		1.37 %		-0.85 %		-5.39 %		0.03 %		0.46 %		

** 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)	195	2	1.03 %	5	2.56 %	6	3.08 %	5	2.56 %	172	88.21 %	0	0.00 %	2	1.03 %	3	1.54 %
Total Enrollment (1)	1,562	17	1.09 %	22	1.41 %	75	4.80 %	63	4.03 %	1,255	80.35 %	1	0.06 %	25	1.60 %	104	6.66 %
% Difference (5)			-0.06 %		1.16 %		-1.72 %		-1.47 %		7.86 %		-0.06 %		-0.57 %		-5.12 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

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)	1,235	9	0.73 %	39	3.16 %	87	7.04 %	68	5.51 %	953	77.17 %	1	0.08 %	23	1.86 %	55	4.45 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.49 %		-0.40 %		3.62 %		0.62 %		-8.57 %		0.05 %		0.72 %		

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 %	4	4.30 %	2	2.15 %	8	8.60 %	75	80.65 %	0	0.00 %	2	2.15 %	2	2.15 %
Total Enrollment (1)	1,235	9	0.73 %	39	3.16 %	87	7.04 %	68	5.51 %	953	77.17 %	1	0.08 %	23	1.86 %	55	4.45 %
% Difference (5)			-0.73 %		1.14 %		-4.89 %		3.10 %		3.48 %		-0.08 %		0.29 %		-2.30 %

**** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE ****

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)	971	11	1.13 %	18	1.85 %	121	12.46 %	84	8.65 %	672	69.21 %	0	0.00 %	32	3.30 %	33	3.40 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.09 %		-1.71 %		9.03 %		3.77 %		-16.53 %		-0.03 %		2.15 %		

** 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)	178	1	0.56 %	4	2.25 %	18	10.11 %	12	6.74 %	120	67.42 %	0	0.00 %	4	2.25 %	19	10.67 %
Total Enrollment (1)	971	11	1.13 %	18	1.85 %	121	12.46 %	84	8.65 %	672	69.21 %	0	0.00 %	32	3.30 %	33	3.40 %
% Difference (5)			-0.57 %		0.39 %		-2.35 %		-1.91 %		-1.79 %		0.00 %		-1.05 %		7.28 %

** 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 **

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)	674	3	0.45 %	19	2.82 %	24	3.56 %	43	6.38 %	547	81.16 %	1	0.15 %	18	2.67 %	19	2.82 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.78 %		-0.74 %		0.13 %		1.50 %		-4.58 %		0.12 %		1.53 %		

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)	72	0	0.00 %	3	4.17 %	2	2.78 %	2	2.78 %	62	86.11 %	0	0.00 %	3	4.17 %	0	0.00 %
Total Enrollment (1)	674	3	0.45 %	19	2.82 %	24	3.56 %	43	6.38 %	547	81.16 %	1	0.15 %	18	2.67 %	19	2.82 %
% Difference (5)			-0.45 %		1.35 %		-0.78 %		-3.60 %		4.95 %		-0.15 %		1.50 %		-2.82 %

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Compliance Indicator
IB - Program Areas

ALL PROGRAMS							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	16,542	9,022	54.54 %	1,200	7.25 %	3,148	19.03%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			5.30 %		-0.53 %		4.77%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	3,196	2,113	66.11 %	175	5.48 %	470	14.71%
Total Enrollment (1)	16,542	9,022	54.54 %	1,200	7.25 %	3,148	19.03%
% Difference (5)			11.57 %		-1.78 %		-4.32%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** 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)	594	353	59.43 %	29	4.88 %	65	10.94%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			10.19 %		-2.90 %		-3.32%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	92	74	80.43 %	4	4.35 %	3	3.26%
Total Enrollment (1)	594	353	59.43 %	29	4.88 %	65	10.94%
% Difference (5)			21.01 %		-0.53 %		-7.68%
** 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)	4,504	2,397	53.22 %	354	7.86 %	924	20.52%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			3.98 %		0.07 %		6.25%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	408	211	51.72 %	34	8.33 %	61	14.95%
Total Enrollment (1)	4,504	2,397	53.22 %	354	7.86 %	924	20.52%
% Difference (5)			-1.50 %		0.47 %		-5.56%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Family & Consumer Ed							
ENROLLEE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	737	606	82.23 %	77	10.45 %	201	27.27%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			32.98 %		2.66 %		13.01%
GRADUATE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	115	92	80.00 %	17	14.78 %	14	12.17%
Total Enrollment (1)	737	606	82.23 %	77	10.45 %	201	27.27%
% Difference (5)			-2.23 %		4.33 %		-15.10%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** 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)	1,821	1,036	56.89 %	129	7.08 %	418	22.95%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			7.65 %		-0.70 %		8.69%
GRADUATE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	19	8	42.11 %	0	0.00 %	3	15.79%
Total Enrollment (1)	1,821	1,036	56.89 %	129	7.08 %	418	22.95%
% Difference (5)			-14.79 %		-7.08 %		-7.16%
<p align="center">** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **</p>							

Graphics							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	629	330	52.46 %	74	11.76 %	106	16.85%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			3.22 %		3.98 %		2.59%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	80	48	60.00 %	8	10.00 %	10	12.50%
Total Enrollment (1)	629	330	52.46 %	74	11.76 %	106	16.85%
% Difference (5)			7.54 %		-1.76 %		-4.35%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY 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)	3,815	3,058	80.16 %	193	5.06 %	630	16.51%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			30.92 %		-2.73 %		2.25%
** 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)	1,944	1,541	79.27 %	68	3.50 %	294	15.12%
Total Enrollment (1)	3,815	3,058	80.16 %	193	5.06 %	630	16.51%
% Difference (5)			-0.89 %		-1.56 %		-1.39%
** 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)	1,562	70	4.48 %	94	6.02 %	203	13.00%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			-44.76 %		-1.77 %		-1.27%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	195	9	4.62 %	17	8.72 %	20	10.26%
Total Enrollment (1)	1,562	70	4.48 %	94	6.02 %	203	13.00%
% Difference (5)			0.13 %		2.70 %		-2.74%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Marketing							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,235	671	54.33 %	92	7.45 %	227	18.38%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			5.09 %		-0.34 %		4.12%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	93	53	56.99 %	6	6.45 %	16	17.20%
Total Enrollment (1)	1,235	671	54.33 %	92	7.45 %	227	18.38%
% Difference (5)			2.66 %		-1.00 %		-1.18%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY 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)	971	422	43.46 %	103	10.61 %	266	27.39%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			-5.78 %		2.82 %		13.13%

**** 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)	178	66	37.08 %	13	7.30 %	39	21.91%
Total Enrollment (1)	971	422	43.46 %	103	10.61 %	266	27.39%
% Difference (5)			-6.38 %		-3.30 %		-5.48%

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

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

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

Technical And TV							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	674	79	11.72 %	55	8.16 %	108	16.02%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			-37.52 %		0.37 %		1.76%
** 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)	72	11	15.28 %	8	11.11 %	10	13.89%
Total Enrollment (1)	674	79	11.72 %	55	8.16 %	108	16.02%
% Difference (5)			3.56 %		2.95 %		-2.13%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Compliance Indicator II - Sex

ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	16,542	9,022	54.54 %	7,516	45.44 %	4	0.02 %
District POP (2)	486,734	239,675	49.24 %	247,061	50.76 %	(2)	0.00 %
% Difference (3)			5.30 %		-5.32 %		
Quotient (4)			1.11		0.90		
Difference = 878.44							
Standard Deviation = 128.59							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (5)	3,010	1,980	65.78 %	1,030	34.22 %	0	0.00 %
Total Enrollment (1)	16,542	9,022	54.54 %	7,516	45.44 %	4	0.02 %
% Difference (6)			11.24 %		-11.22 %		
Quotient (7)			1.21		0.75		
Difference = 337.95							
Standard Deviation = 54.64							

Compliance Indicator III
Disabled

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Enrollment (1)	12,631	985	7.80 %
Working Age Population (2)	486,734	37,900	7.79 %
% Difference (3)			0.01 %
Quotient (4)			1.00
Difference = 1.48			
Standard Deviation = 60.23			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Graduates (5)	345	12	3.48 %
Total Enrollment (1)	12,631	985	7.80 %
% Difference (6)			-4.32 %
Quotient (7)			0.45
Difference = 14.90			
Standard Deviation = 9.96			
*** GRADUATE DISABLED POPULATION MAY BE OUT OF COMPLIANCE ***			

Client Compliance Indicator IV
Limited English Proficiency (LEP)

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Enrollment (1)	12,631	276	2.19 %
Adult POP (2)	486,734	19,825	4.07 %
% Difference (3)			-1.89 %
Quotient (4)			0.54
Difference = 238.47			
Standard Deviation = 44.43			
*** ENROLLMENT LEP POPULATION MAY BE OUT OF COMPLIANCE ***			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Graduates (5)	345	2	0.58 %
Total Enrollment (1)	12,631	276	2.19 %
% Difference (6)			-1.61 %
Quotient (7)			0.27
Difference = 5.54			
Standard Deviation = 5.43			
*** GRADUATE LEP POPULATION MAY BE OUT OF COMPLIANCE ***			

**COMPLIANCE INDICATOR V
Staff Accounting System**

ALL STAFF																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	1,165	675	57.94%	8	0.69%	141	12.10%	15	1.29%	29	2.49%	48	4.12%	48	4.12%	1	0.09%	0	0.00%	39	3.35%
Work Force (2)	426,638	205,220	48.10%	24,758	5.80%	51,352	12.04%	1,112	0.26%	12,493	2.93%	11,749	2.75%	21,102	4.95%	10	0.00%	4,878	1.14%	N/A	N/A
% Difference (3)			9.84%		-5.12%		0.07%		1.03%		-0.44%		1.37%		-0.83%		0.08%		-1.14%		
Quotient (4)			1.20		0.12		1.01		4.94		0.85		1.50		0.83		36.62		0.00		
Female Difference (5) = 114.62																					
Racial Difference (6) = .78																					
** DISABLED ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE ** ** MULTI RACIAL ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **																					

ADMINISTRATIVE

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	96	42	43.75%	1	1.04%	18	18.75%	3	3.13%	2	2.08%	10	10.42%	3	3.13%	0	0.00%	0	0.00%	6	6.25%
Work Force (2)	42,299	18,054	42.68%	1,845	4.36%	3,485	8.24%	148	0.35%	1,287	3.04%	659	1.56%	919	2.17%	0	0.00%	454	1.07%	N/A	N/A
% Difference (3)			1.07%		-3.32%		10.51%		2.78%		-0.96%		8.86%		0.95%		0.00%		-1.07%		
Quotient (4)			1.03		0.24		2.28		8.93		0.68		6.69		1.44		0.00		0.00		

Female Difference (5) = 1.03

Racial Difference (6) = 10.09

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

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

FACULTY

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	575	320	55.65%	2	0.35%	54	9.39%	5	0.87%	12	2.09%	18	3.13%	19	3.30%	0	0.00%	0	0.00%	23	4.00%
Work Force (2)	9,989	4,670	46.75%	194	1.94%	2,258	22.60%	7	0.07%	1,331	13.32%	165	1.65%	538	5.39%	0	0.00%	217	2.17%	N/A	N/A
% Difference (3)			8.90%		-1.59%		-13.21%		0.80%		-11.24%		1.48%		-2.08%		0.00%		-2.17%		
Quotient (4)			1.19		0.18		0.42		12.41		0.16		1.90		0.61		0.00		0.00		

Female Difference (5) = 51.18

Racial Difference (6) = 75.98

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

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

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

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

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

PROFESSIONAL NONFACULTY

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	54	26	48.15%	0	0.00%	8	14.81%	0	0.00%	2	3.70%	3	5.56%	3	5.56%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	23,919	16,845	70.43%	842	3.52%	1,415	5.92%	26	0.11%	327	1.37%	635	2.65%	354	1.48%	0	0.00%	65	0.27%	N/A	N/A
% Difference (3)			-22.28%		-3.52%		8.90%		-0.11%		2.34%		2.90%		4.08%		0.00%		-0.27%		
Quotient (4)			0.68		0.00		2.50		0.00		2.71		2.09		3.75		0.00		0.00		

Female Difference (5) = 12.03

Racial Difference (6) = 4.81

**** FEMALE PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE ****

**** DISABLED PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE ****

CLERICAL/SECRETARIAL

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	192	166	86.46%	4	2.08%	30	15.63%	2	1.04%	7	3.65%	6	3.13%	14	7.29%	1	0.52%	0	0.00%	6	3.13%
Work Force (2)	30,113	25,995	86.32%	1,873	6.22%	2,292	7.61%	28	0.09%	420	1.39%	656	2.18%	659	2.19%	1	0.00%	511	1.70%	N/A	N/A
% Difference (3)			0.13%		-4.14%		8.01%		0.95%		2.25%		0.95%		5.10%		0.52%		-1.70%		
Quotient (4)			1.00		0.33		2.05		11.20		2.61		1.43		3.33		156.84		0.00		

Female Difference (5) = .26

Racial Difference (6) = 15.39

**** DISABLED CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE ****

**** MULTI RACIAL CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE ****

TECHNICAL/PARAPROFESSIONAL

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	167	103	61.68%	1	0.60%	20	11.98%	3	1.80%	5	2.99%	5	2.99%	7	4.19%	0	0.00%	0	0.00%	4	2.40%
Work Force (2)	15,059	7,324	48.64%	570	3.79%	1,670	11.09%	23	0.15%	721	4.79%	218	1.45%	446	2.96%	0	0.00%	280	1.86%	N/A	N/A
% Difference (3)			13.04%		-3.19%		0.89%		1.64%		-1.79%		1.55%		1.23%		0.00%		-1.86%		
Quotient (4)			1.27		0.16		1.08		11.76		0.63		2.07		1.42		0.00		0.00		

Female Difference (5) = 21.78

Racial Difference (6) = 1.48

**** DISABLED TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE ****

**** ASIAN AMERICAN TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE ****

**** MULTI RACIAL TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE ****

SERVICE/MAINTENANCE

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	81	18	22.22%	0	0.00%	11	13.58%	2	2.47%	1	1.23%	6	7.41%	2	2.47%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	39,688	19,828	49.96%	3,683	9.28%	6,886	17.35%	197	0.50%	909	2.29%	1,349	3.40%	3,707	9.34%	0	0.00%	709	1.79%	N/A	N/A
% Difference (3)			-27.74%		-9.28%		-3.77%		1.97%		-1.06%		4.01%		-6.87%		0.00%		-1.79%		
Quotient (4)			0.44		0.00		0.78		4.97		0.54		2.18		0.26		0.00		0.00		

Female Difference (5) = 22.47

Racial Difference (6) = 3.05

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

**** DISABLED SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ****

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

**** ASIAN AMERICAN SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ****

**** HISPANIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ****

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