

Madison College
Five-Year Equal
Opportunity/ Affirmative
Action Plan

For the Period
July 1, 2024 - June 30,
2029

Prepared by:
Division of Student Affairs and
Office of Human Resources

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Introduction

In accordance with s.38.04(14), Wis. Stats., and TCS 6.06(7), Wisconsin Administrative Code, Madison Area Technical College (hereafter referred to as “Madison College” or “the college”) is required to develop plans and programs to ensure equal opportunity, affirmative action, and non-discrimination for students and employees.

Madison College’s mission is to provide our diverse communities open access to quality higher education that fosters student lifelong learning and success. Aligned to that mission, this Equal Opportunity/Affirmative Action Plan considers the college’s Vision 2030 roadmap which furthers the college’s mission by emphasizing:

- **Access:** Ensuring an equitable and seamless student experience and enhancing the college’s reputation as a desirable education access point.
- **Journey:** Embracing every student and employee’s unique journey and working toward an ideal experience that unlocks and nurtures potential for all.
- **Learning:** Fostering holistic student learning through a culture of care, diverse experiences and streamlined programs and services aligned with student goals.
- **Success:** Providing equitable support and opportunities, meeting each individual where they are, to ensure a successful and fulfilling learning journey.

The Madison College Five-Year Equal Opportunity/Affirmative Action Plan establishes 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 in ensuring Equal Employment Opportunity/Equal Educational 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, testing, and committee appointments.

The content outlined in this plan aligns to guidelines set forth by the Wisconsin Technical College System (WTCS) and in accordance with the WTCS Strategic Direction 2021-2025. The Equal Opportunity/Affirmative Action Plan is submitted on a five-year basis to the WTCS Board.

Equal Opportunity/Affirmative Action Goals

For the period July 1, 2024, through June 30, 2029, the Equal Opportunity/Affirmative Action Goals as outlined by the Wisconsin Technical College System will remain consistent with goals from prior plan years, and include:

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

Section I: Equal Opportunity/Affirmative Action Policy Statement

Madison Area Technical College is committed to providing equal opportunity and accessibility in its employment and educational services, programs, and activities. The Madison Area Technical College District has developed a policy intended to bring about equal employment and educational opportunities within the District. And policy and procedures to provide a prompt, fair, and impartial process for resolving complaints of harassment and discrimination. Every attempt is made by the college to comply with federal, state, and local laws and regulations.

COMPLIANCE

Madison Area Technical College (hereafter referred to as “Madison College” or “the college”) is committed to equal opportunity for its students, employees, and applicants for admission or employment as required by Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Education 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 without regard to political affiliation, age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, veteran status or military service, genetic testing and the use or non-use of lawful products off the employer’s premises during non-working hours.

AFFIRMATIVE ACTION

Madison College is committed to providing equal opportunity in employment and advancement to all qualified individuals, in accordance with applicable federal and state laws and regulations, without regard to 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, gender identity or expression, arrest or conviction record, veteran status or military service, genetic information, honest testing, and the use or non-use of lawful products off the employer’s premises during non-working hours, or any legally protected class, except when the characteristic or activity is a result of a program requirement or a bona fide occupational qualification.

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 create an educational climate that is conducive to, and supportive of, cultural and ethnic diversity.

It is the policy of the college to take affirmative action to employ and advance women, racial/ethnic minorities, and persons with disabilities throughout the Madison College district in educational programs and job categories. The college is committed to assuring that if any underutilization of particular minority groups or women or other affected classes is determined to exist, Equal Opportunity/Affirmative Action 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.

EQUAL EMPLOYMENT OPPORTUNITY & EDUCATIONAL OPPORTUNITY

Madison College will not discriminate against any student, employee, or applicant for admission or employment on any legally protected status, and provides equal access in its employment, admissions, and treatment in its programs and activities.

Madison College will provide equal employment opportunity and ensure affirmative action in all personnel actions including, but not limited to recruitment, hiring, transfers, promotions, training, layoff or recall from layoff, termination, retention, certification, testing, committee appointments, compensation, benefits and privileges of employment, education and assistance thereof, and social and recreational programs. All management employees will continue to be informed of this policy and share in the responsibility for its enforcement.

Madison College will provide equal educational opportunity to all students and applicants for admission without unlawful discrimination on the basis of statuses protected by applicable state and federal laws. The lack of English-speaking skills is not a barrier for admission to the college or its programs.

Primary publications available to students, parents, employees, applicants for admission or employment, and sources of referral for both, include a statement of nondiscrimination to notify such individuals that the college does not discriminate on the basis of race, color, national origin, sex, or disability. The statement includes reference to Title IX of the Education Amendments Act of 1972 and to Section 504 of the Rehabilitation Act of 1973. Delivery of student services will be performed in accordance with statutory requirements.

It is the policy of Madison College to maintain a workplace and educational environment free from harassment and discrimination. Discrimination, at times, may include restriction from and/or involvement in activities such as admissions, enrollment, athletics, or employment. Discrimination can also be in the form of harassment, sex-based discrimination, sexual harassment, sexual assault, stalking, sexual exploitation, and dating or domestic violence. College policies and procedures provide a prompt, fair and impartial process for anyone involved in an allegation of discrimination or harassment, on the basis of protected class status, and for allegations of retaliation.

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 persons with disabilities. District staff and departments are encouraged to utilize women-owned, minority-owned, veteran-owned and small businesses in the procurement of commodities or services.

ANTI-HARASSMENT AND NONDISCRIMINATION

The college's [Equal Opportunity, Anti-harassment and Nondiscrimination Policy](#) is guided by federal and state laws and protects members of the college community from harassment and discrimination on any basis prohibited by law including those covered by Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title IX of the Education Amendments of 1972.

Employees may view the full policy and grievance processes on the college's website. Employees may view summaries of the policy below. Violations of the Equal Opportunity, Anti-harassment and Nondiscrimination policy may result in disciplinary action, up to and including termination of employment.

Discriminatory Harassment

Discriminatory harassment is unwanted, deliberate, or repeated unsolicited comments, slurs, demeaning references, gestures, graphic materials, physical contact, solicitation of favors, advances, bullying, or other adverse treatment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, student status or academic participation.
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting an individual.
- The conduct is severe or pervasive and objectively offensive that it unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities.

The college defines discrimination as unfair or unequal treatment on the actual or perceived basis of a person’s age, ancestry, arrest or conviction record, color, creed, disability, gender identity, genetic testing, honesty testing, marital status, veteran status or military service, national origin, pregnancy, race, sex, sexual orientation, or use/nonuse of lawful products.

Title IX and Sexual Harassment

Sexual harassment is a form of discriminatory harassment and is prohibited by college policy and Title IX. Title IX is a comprehensive federal civil rights law that protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The College has adopted the following definition of sexual harassment (per 34 CFR Part 106, §106.3), in order to address the special environment of an academic community, which consists not only of employer and employees, but of students as well.

Sexual Harassment is conduct on the basis of sex that constitutes or includes the offenses of Quid Pro Quo sexual harassment, hostile environment sexual harassment, sexual assault, domestic violence, dating violence, and/or stalking, and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.

Complaint Resolution

Madison College will prevent, and if necessary, remedy discrimination or harassment based on protected class status, unless such distinction is a result of a program requirement or a bona fide occupational qualification.

Madison College will provide a complaint procedure and form for individuals who believe they are victims of discrimination, harassment, or unfair treatment. If it’s determined that discrimination, harassment, or unfair treatment has occurred, Madison College will take appropriate remedial action.

Alleged violations of the Equal Opportunity, Anti-harassment and Nondiscrimination Policy are resolved through either the Title IX/Sexual Harassment Grievance Process or the Harassment/Discrimination Grievance Process depending on the nature of the allegation. Table 6 outlines the steps associated with each process. The Grievances Processes are available on the college’s website.

TABLE 6. OVERVIEW OF GRIEVANCE PROCESSES	
Title IX/Sexual Harassment Grievance Process	Harassment/Discrimination Grievance Process

Step 1. Report an allegation	Step 1. Report an allegation
Step 2. Initial Title IX Review and Preliminary Assessment	Step 2. Initial Review and Preliminary Assessment
Step 3. Written Notice of Sexual Harassment Complaint	Step 3. Written Notice of Harassment/Discrimination Complaint
Step 4. Initiate Resolution Action	Step 4. Initiate Resolution Action
Step 5. Investigation	Step 5. Investigation
Step 6. Notice of Formal Hearing	Step 6. Review of Investigation Findings and Decision
Step 7. The Formal Hearing	Step 7. Notice of Outcome
Step 8. Notice of Outcome	
Appeal	Appeal

Reporting Alleged Policy Violations

All College employees, except for college counseling staff, have a duty to report allegations of discrimination, harassment, or retaliation to the Title IX Coordinator, or other appropriate college designee. All employees observing or receiving reports of a potential violation of the Equal Opportunity, Anti-harassment, and Nondiscrimination Policy must promptly file a [report](#) including all relevant details about the alleged incident.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and associated procedures, should be made internally using any of the following options:

- Report online, using the [Harassment/Discrimination Report](#) form located on the college’s website.
- Report directly to one of the Title IX Coordinators or ADA/504 Coordinators:

<p>Title IX and ADA/504 Coordinator – Students & Community Members (Guests) Geraldo VilaCruz, Ph.D. Associate Vice President/Dean of Students Dean of Students Office 1701 Wright Street, Room D1618AL Madison, WI 53704 gvilacruz@madisoncollege.edu (608) 246-6442</p>	<p>Title IX and ADA/504 Coordinator - Employees, Vendors & Third Parties Lisa Muchka, MS Compliance Director Human Resources Department 1701 Wright Street, Room AB121K Madison, WI 53704 muchka@madisoncollege.edu (608) 246-5221</p>
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- File an incident report with Public Safety Services. (All campuses - (608) 245-2222; Truax Campus – Room B1240; Goodman South Campus – Room 101)

Inquiries may also be made externally to:

<p>Office for Civil Rights (OCR) U.S. Department of Education John C. Kluczynski Federal Building 230 S. Dearborn Street, 37th Floor Chicago, IL 60604 312.730.1560 312.730.1576 (Fax)</p>	<p>Wisconsin Department of Workforce Development Division of Equal Rights 201 E Washington Ave; Room A100 Madison, WI 53703 608.266.6860 608.264.8752 (TTY) www.dwd.wisconsin.gov/er/</p>	<p>Equal Employment Opportunity Commission (EEOC) Reuss Federal Plaza 310 West Wisconsin Avenue, Suite 500 Milwaukee, WI 53203-2292 800.669.4000 800.669.6820 (TTY) 844.234.5122 (ASL Video)</p>
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ocr.chicago@eg.gov www.ed.gov/ocr		Phone) www.eeoc.gov
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AFFIRMATIVE ACTION OFFICER

The coordination of responsibilities for the implementation, monitoring, and evaluation of the college’s Affirmative Action Plan is the responsibility of the Affirmative Action Officer. This role has been assigned to Lisa Muchka, Compliance Director, Civil Rights and Compliance in Human Resources, with the full support of the President and Executive leadership.

The college’s Affirmative Action Officer is responsible for:

- Developing, implementing, monitoring, and evaluating the college’s Equal Opportunity/Affirmative Action 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 Equal Opportunity/Affirmative Action.
- Assisting management staff in the interpretation and administration of the Affirmative Action programs, identification of problem areas and the development of solutions for the Affirmative Action programs.
- Serving as liaison between the college, community organizations, and EEOC enforcement agencies to facilitate internal and external communications to ensure the Affirmative Action plan and policies are made known to employees and external constituents.
- Scheduling and conducting meetings and training sessions with managers and other personnel of the college to ensure they are aware of their responsibilities with regard to Equal Opportunity/Affirmative Action.
- Providing the WTCS Office, District Board and college community with an annual summary of the college’s accomplishments in meeting goals.
- Monitoring the hiring process to ensure good-faith efforts are made to recruit, interview, and appoint women and minorities.

Inquiries regarding the affirmative action plan can be made internally with Civil Rights and Compliance or by contacting the college’s Affirmative Action Officer:

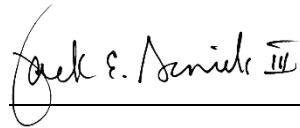
Lisa Muchka, MS
 Compliance Director
 Human Resources Department
 1701 Wright Street, Room AB121K
 Madison, WI 53704
muchka@madisoncollege.edu
 (608) 246-5221

PRESIDENT'S STATEMENT

As President and Chief Executive Officer of Madison 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 Equal Opportunity/Affirmative Action 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 Equal Opportunity/Affirmative Action 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.



Jack E. Daniels, III, Ph.D.

Section II: Distribution of Equal Opportunity/Affirmative Action Information

Madison College is committed to equal employment and educational opportunity as well as affirmative action in its interactions with students, prospective students, employees, applicants, and the public. Copies of the Five-Year Equal Opportunity/Affirmative Action Plan will be made available to all employees and students upon request and is available for review on the college's website. Interested parties may also contact the college's Affirmative Action Officer to review the policy at (608) 246-6900.

The following measures will be used to promote access to and communicate the college's commitment to Equal Opportunity/Affirmative Action in employment decisions and educational opportunities:

- The Five-Year Equal Opportunity/Affirmative Action Plan will be reviewed by the District Board of Trustees and college President at the time of publication. Annual Updates will be provided to the District Board and college President each October.
- Electronic or hard copies of the Five-Year Equal Opportunity/Affirmative Action Plan will be distributed to college managers and identified offices at the college (e.g., Dean of Students Office, Student Life Office, Human Resources Office, the President's Office, and Regional and Metro Campus offices) and the college website at the time of publication. Annual Updates will be provided to the same persons or offices each October.
- The college's Equal Opportunity, Anti-harassment and Nondiscrimination Policy and Harassment/Discrimination Grievance Process will be incorporated into the Employee Handbook and Student Planner and Handbook. The policy and grievance process are available to all employees on the college's WolfNet intranet site. The policy and grievance process are also available to employees, students, and the public on the college's website. Information on who to contact on campus regarding a complaint is included. The policy and grievance process are reviewed annually and updated as required.
- New employees will complete "Fostering a discrimination-free workplace" training during the onboarding process. Information about the college's policy and grievance process is included in this training.
- The nondiscrimination notification statement and notification of intent to reasonably accommodate disabilities are posted on employee bulletin boards and in work break areas.
- The college's nondiscrimination notification statement and notification of intent to reasonably accommodate disabilities are included in the Schedule of Class/Course Catalog

publication.

- The college’s nondiscrimination notification statement and notification of intent to reasonably accommodate disabilities will be included in student recruitment materials and application and admission forms. Communication alternatives such as TTY or State Relay numbers are provided in the notification.
- The college’s nondiscrimination notification statement and notification of intent to reasonably accommodate disabilities will be included in all employment postings, job announcements, and applications for employment. Communication alternatives such as TTY or State Relay numbers are provided in the notification.
- The college’s nondiscrimination notification statement is published annually in district local newspapers. The statement is available and published in Spanish and Hmong and includes a statement that the lack of English skills will not be a barrier to admission and participation.
- Flyers, digital signage, and other media campaigns (e.g., “Be In The Know” and related campaigns of the “Protect the Pack” initiative) are regularly promoted to inform students and employees about campus resources, rights and responsibilities, and reporting, etc. Such activities help demonstrate the college’s commitment to creating and maintaining a workplace and educational environment that is free from discrimination and harassment and allows every member to thrive.
- Training sessions are made available to students and employees to demonstrate the college’s commitment to creating and maintaining a workplace and educational environment that is free from discrimination and harassment and allows every member to thrive.

Section III: Workforce Demographics and Goals

Madison College analyzes workforce demographic data to determine whether barriers to equal employment opportunity may exist. We do this by comparing the college's workforce to the available workforce in surrounding labor area(s) per census data provided by the Wisconsin Technical College System (WTCS). The analysis compares the percentage of current employees with the percentage of available qualified individuals based on race, sex, disability status, and English language proficiency. Data are evaluated for the following employment categories¹:

- Administrative
- Faculty
- Professional non-faculty
- Secretarial/Clerical
- Technical/Para-professional

Definitions of each employment category are available in *Appendix A: Employment Category Definitions*. For each employment category, the WTCS Office identifies those employment demographics that are underutilized. For each underutilized demographic, Madison College outlines five-year goals to achieve percentage gains in the district's workforce. *Section IV: Employment Program Affirmative Action Initiatives* outlines the five-year goals for the period July 1, 2024 - June 30, 2029.

To contextualize the analysis of all Madison College employees, it is necessary to recognize that of the 1,058 counted employees within the college, 122 (11.5%) are administrative, 451 (42.6%) are faculty, 40 (3.8%) are professional non-faculty, 134 (12.7%) are secretarial/clerk and 250 (23.6%) are technical paraprofessional.

The following outlines the employment demographics that may be underutilized when considering all staff and each of the employment categories. (See *Appendix B: Workforce Analysis* for complete data.)

- All staff: Madison College may be underutilized in employees who self-identified as having a disability as well as those who self-identified as multi-racial.
- Administrative: Madison College may be underutilized in administrative employees who self-identified as having a disability.
- Faculty: Madison College may be underutilized in faculty who self-identified as having a disability, those who self-identified as Asian American, as well as those who self-identified as multi-racial.

¹ The employment categories are defined by the Wisconsin Technical College System. The term "Administrative" is consistent with the Madison College employee type of "Manager." Refer to Appendix A for definitions of the employment categories.

- Professional non-faculty: Madison College may be underutilized in professional nonfaculty employees who self-identified as having a disability as well as those who self-identified as female.
- Secretarial/Clerical: Madison College may be underutilized in secretarial/clerical employees who self-identified as having a disability as well as those who self-identified as female.
- Technical/Para-professional: Madison College may be underutilized in technical/para-professional employees who self-identified as having a disability, those who self-identified as Asian American, as well as those who self-identified as multi-racial.

Section IV: Employment Program Affirmative Action Initiatives

Madison College will implement the initiatives detailed below to assist in accomplishing district employment goals.

INITIATIVE 1

Implement targeted recruitment plans and marketing strategies based on race, sex, disability, and veteran status.

Strategy/Activity	Responsibility	Timetable
Leverage the use of social media to increase the number of applicants who identify as Asian American applying to manager and faculty positions.	Director, Talent Acquisition Social Media Strategist	2024-2025
Leverage the use of social media to increase the number of applicants who identify as an individual with a disability applying to all positions.	Director, Talent Acquisition Social Media Strategist	2024-2025
Disseminate information on job opportunities to organizations representing diverse populations based on race, sex, disability, and veteran status.	Talent Acquisition	Ongoing
Establish an employee recruitment progress report to communicate progress and effectiveness of recruitment plans and marketing strategies based on: <ul style="list-style-type: none"> • Number of contacts with recruitment sources • Number of contacts with diverse candidates • Number and percentage of diverse candidates in the candidate pools • Number and percentage of diverse hires 	Director, Talent Acquisition Director, Civil Rights & Compliance	2024-2025
Develop and implement a recruitment plan that seeks to achieve affirmative action goals and reduce non-compliance.	Director, Talent Acquisition Director, Civil Rights & Compliance	2026-2029

Method of Evaluation

Utilize the employee recruitment progress report to review, analyze, and evaluate progress and effectiveness on an annual basis.

INITIATIVE 2

Continue to evaluate the college’s hiring, selection, and promotion processes and make every good faith effort to select persons according to ability and qualifications, while recognizing the college’s commitment to affirmative action.

Strategy/Activity	Responsibility	Timetable
Provide training and orientation to every search committee in advance of candidate selection.	Talent Acquisition	Ongoing
Discuss affirmative action when working with hiring managers to complete recruitments. Review team make-up and affirmative action goals.	Talent Acquisition	Ongoing
Enhance inclusive hiring training to include information on how privilege and power can lead to bias when screening and selecting candidates.	Talent Acquisition Employee Learning & Organizational Development	2025-2026
Review internal promotion and transfer procedures to ensure transparency and that promotion decisions are made without regard to protected class status by: <ul style="list-style-type: none"> • Posting promotional opportunities. • Implementing a staff upward mobility program that includes career laddering and planning. • Offering workshops (training) to assist employees in identifying promotional opportunities. • Providing training and educational programs to enhance promotions and opportunities for job rotation/transfer. • Evaluating job requirements for promotion. • Requiring promotional decisions to be justified on a nondiscriminatory basis. 	Employee Relations Talent Acquisition Director, Civil Rights & Compliance	2026-2029
Establish process to regularly monitor and report on the extent to which the goals of	Director, Civil Rights & Compliance	Ongoing

<p>the affirmative action program are being met to include:</p> <ul style="list-style-type: none"> • Assess potential adverse impact of hiring/selection processes. • Review of compensation practices for wage discrepancies. 		
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Method of Evaluation

Track participation and training completion rates. Collect feedback survey to measure training effectiveness.

Review employee recruitment progress report to review, analyze and evaluate progress and effectiveness on an annual basis.

INITIATIVE 3

Cultivate a campus culture of belonging and inclusiveness to ensure that all employees can thrive.

Strategy/Activity	Responsibility	Timetable
Establish inclusive language glossary to localize the use of terminology, pronouns, and descriptors that honor community members and promote a holistic and intersectional approach to communicating.	Director, Civil Rights & Compliance Vice President, College Culture & Climate	2024-2025
Leverage data to identify and eliminate gaps in cross-cultural understanding. Use data to develop targeted action plan.	Vice President, College Culture & Climate	2025-2028
Enhance the college’s <i>Fostering a Discrimination-free Workplace</i> training.	Director, Civil Rights & Compliance	2024-2026
Evaluate the effectiveness and accessibility of the reasonable accommodation process and procedures and ensure that college community members are informed and appropriately trained.	Director, Civil Rights & Compliance Associate Vice President, Human Resources	2025-2026
Leverage data to identify opportunities to center employees to enhance internal retention. Use data to develop targeted action plan.	Vice President, College Culture & Climate	2025-2028
Leverage data to identify gaps in systems of support for employees to report and resolve concerns/complaints (discrimination / harassment, bias	Human Resources College Culture & Climate	2024-2026

incidents, interpersonal conflicts, etc.). Use data to develop targeted action plan.		
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Method of Evaluation

Collect and review data on the number of participants and their experience in the event to determine whether the activity should continue and how effective it was in promoting a campus culture of belonging and inclusiveness.

Assess quantitative and qualitative data to determine effectiveness of trainings and other offerings.

Collect and review data to determine effectiveness of action plan implementation.

Section V: Student Demographics and Initiatives

Madison College analyzes student enrollment and completion data to determine whether barriers to equal educational opportunity may exist, by comparing enrollment and completion data for students based on race, sex, disability status, and English language proficiency to the data of the overall Madison College student population. *Appendix C: Student Demographic Data* outlines the potential areas where barriers to equal educational opportunity may exist and was reviewed to establish the student enrollment and completion initiatives outlined in this section.

STUDENT ENROLLMENT

Madison College will implement the initiatives detailed below to assist in accomplishing district student enrollment goals.

INITIATIVE 1

Implement targeted recruitment plans and marketing strategies focused on diverse, underrepresented, and underserved student populations to achieve appropriate enrollments in all program areas and reduce enrollment gaps.

Strategy/Activity	Responsibility	Timetable
Review enrollments in degree-credit and transfer programs throughout the college to strategically determine which programs have optimal enrollments, and which are under-enrolled but have both strong stakeholder support and viable opportunities upon graduation.	Student Affairs Academic Affairs Civil Rights and Compliance	Ongoing
Target college recruiting efforts towards viable under-enrolled degree programs to recruit and retain diverse students by increasing awareness of programs' relevance.	Marketing	Ongoing
Provide support in applying for financial aid and understanding college costs and financial aid packages, including providing guidance on FAFSA® completion.	Student Recruitment Student Financial Support Services	Ongoing
Increase transitional programs and services for current English language learner (ELL) students. Use data to develop Language	School of Academic Advancement Student Access and Success	2024-2029

Access Plan to increase support resources available to ELL students.	Civil Rights & Compliance	
Reduce transition barriers for past and present U.S. military service members and their families by reviewing and developing effective and sustainable programming that will assist them in achieving their education goals.	Veteran Resource Services	Ongoing
Continue to collaborate with Navigator Services (i.e., Student Recruitment) on enrolling and onboarding recent high school graduates as Madison College students.	Enrollment Services Student Recruitment	Ongoing
Improve cross-unit collaboration to design/re-design pipeline programs early in future Madison College students' educational career, involving groups such as family, K-12 educators, and community-based organizations to enhance student recruitment and transition to the college.	Early College Retention Initiatives & Student Engagement	Ongoing
Support visits to the college campuses by K-12 students to gain exposure to Madison College culture.	Student Recruitment Office of Community Impact	Ongoing

Method of Evaluation

Annually review recruitment and enrollment data to track the effectiveness of strategies/activities. Adjust strategies/activities and reallocate resources as necessary to promote effectiveness.

Utilize qualitative and quantitative data to evaluate the impact of targeted recruitment programs and campaigns.

INITIATIVE 2

Expand the mechanisms used by the college to determine college readiness to address potential inequities and barriers within placement testing.

Strategy/Activity	Responsibility	Timetable
Incorporate tutoring and test preparation	Student Success & Access	Ongoing

to help with academic preparation and possible placement testing requirements.	Testing Services	
Offer empathetic support and guidance during advising and registration, orientation, initial enrollment, and the first semester to increase the likelihood of students continuing their education, as opposed to feeling discouraged and potentially dropping out.	Enrollment Services Academic, Career, & Transfer Services College Success & Counseling Student Life Student Access & Success	2024-2026
Expand placement practices by embracing the use of multiple measures as a mechanism to improve opportunity and access for students and increase student success and completion rates at the college.	Testing Services Academic Advising Academic Affairs - Faculty Advising	2024-2026
Expand the window for acceptable ACT scores for placement from 2 years to 5 years.	Testing Services	2024-2026
Pilot a Placement Coaching program for first-generation and first-time college enrollee placement testers.	Testing Services	2024-2026

Method of Evaluation

Review Math and English course enrollment and completion data each semester to evaluate the effectiveness of the multiple measures assessment system.

Assess quantitative and qualitative data to determine effectiveness of the mechanisms used by the college to determine college readiness.

INITIATIVE 3

Strengthen the first-year student experience (application to enrollment through first year completion) to increase the yield of enrolled students, the retention of students within the first term, the persistence of students through the second term, and the retention of students to the start of the third term.

Strategy/Activity	Responsibility	Timetable
Improve student onboarding with steps that are clear, timely, personalized, and	Student Affairs	2024-2026

completed by the student.		
Ensure quality service and programs for students in the enrollment process and through the end of their first year are available in multiple modalities.	Student Affairs	2025-2027
Assess other first-time/new student onboarding and first year activities to identify "gaps" (who's participating, who's succeeding, who's satisfied). Make recommendations for program and service redesign to improve the quality of the experience and new student participation in programs/services.	Student Affairs	2026-2028
Improve cross-unit collaboration to design/re-design programs or services or to develop and implement policy and practice change. Ensure all included college service units and students are involved; paying attention to include voices/experiences of under-served students and the varied experiences of professionals (demographics and tenure at the college).	Student Affairs Academic Affairs	Ongoing
Focus on intentional and early outreach to new students during their first year of enrollment. Increase student awareness of Academic Advising, Assigned Advisor as a resource for their success and clear plan for achievement of their academic goals.	Academic Advising	2024-2026

Method of Evaluation

Assessment will be inclusive of quantitative data related to critical process outcomes (e.g., being admitted to a program), student outcomes (e.g., re-enrollment in a student's second semester of study) and qualitative understanding of the students' experiences.

Review and assess changes made to A&R sessions, Smart Start session, Term Start Operations in relation to program enrollment.

Assess quantitative and qualitative data to determine effectiveness of first-year activities and programs.

STUDENT COMPLETION

Madison College will implement the initiatives detailed below to assist in accomplishing district student completion goals.

INITIATIVE 1

Reduce retention gaps and increase completion rates of students with a focus on diverse, underrepresented, and underserved student populations.

Strategy/Activity	Responsibility	Timetable
Develop additional intentional care actions, including proactively engaging with students most likely in need of academic support to support students with accessing student services, developing a sense of community, and succeeding academically. Improvements in term retention increase the probability of persistence to the next semester until the student completes their program of study.	Student Affairs	2024-2026
Identify opportunities to support improved student self-service related to processes supported by the college’s student information system.	Student Affairs	2024-2026
Continue convening the intentional support engagement team to assess the impact of existing engagement activities and identify new intentional engagement activities for students to improve student outcomes.	Student Affairs	2024-2026
Continue to expand directed communication to students based on personas and student life cycle stages to ensure students are receiving information that is needed for specific groups of students at specific points in time of the semester and/or the student life cycle.	Marketing Student Affairs	2024-2026

Method of Evaluation

Annually review retention and completion data to track the effectiveness of strategies/activities. Adjust strategies/activities and reallocate resources as necessary to promote effectiveness.

Assessment will be inclusive of quantitative data related to critical process outcomes (e.g., student taking an action related to an intentional engagement), student outcomes (e.g., re-enrollment in a student's second semester of study; or, successful advancement out of SAP status) and qualitative understanding of the students' experiences.

Utilize qualitative and quantitative data to evaluate the impact of strategies/activities to reduce retention gaps and increase completion rates.

INITIATIVE 2

Cultivate a campus culture of belonging and inclusiveness to ensure that all students can thrive.

Strategy/Activity	Responsibility	Timetable
Ease student acclimation and improve retention by focusing on transition, academic success skills, and student engagement/life.	Student Affairs Office of College Engagement & Belonging	Ongoing
Increase awareness of Disability Resource Services among students, especially those with intersectional identities, through intentional outreach and activities that promote awareness, ease of access and case management support.	Disability Resource Services	2024-2026
Implement a comprehensive marketing campaign for students with disabilities that encourages students to share their experiences, challenges, and achievements related to disability inclusivity.	Disability Resource Services	2025-2029
Feature success stories of college students with disabilities on social media platforms.	Disability Resource Services	2025-2029
Increase communication to newly admitted student veterans or military connected students. This includes communication at point of admittance as well as throughout the first year to ensure student needs are met.	Veteran Resource Services	2024-2027

Streamline communications to students and after visit summaries would increase student satisfaction and decrease the issues that arise with VA debts at both the student and institutional level.	Veteran Resource Services	2024-2027
Military connected students are among the most underrepresented populations, so increasing their understanding of their benefits can help to increase their sense of belonging within the college and their community as a whole.	Veteran Resource Services	2024-2027
Promote student-initiated, student-led recruitment, retention, and community engagement efforts. Enable students to act as dynamic leaders in their communities.	Student Life Retention Initiatives & Student Engagement	2026-2029
Develop programs and services around healing processes, such as restorative justice, conflict resolution, early intervention, and mediation.	Dean of Students Office Civil Rights & Compliance Office of College Engagement & Belonging	2026-2029

Method of Evaluation

Utilize qualitative and quantitative data to evaluate the impact of strategies/activities to cultivate a campus culture of belonging and inclusiveness. Consideration will be given to student outcomes, student satisfaction, and student engagement based on surveys, focus groups, and engagement metrics.

Continuously adapt and improve based on the feedback received.

STUDENT COUNSELING AND PLACEMENT

Madison College will implement the initiatives detailed below to ensure nondiscrimination in counseling and placement of students based on race, sex, English language proficiency, disability, and veteran status. The activities described ensure that counseling and placement services are provided and that referrals by Madison College staff are made without adverse impact on any protected group or individual.

Strategy/Activity	Responsibility	Timetable
Build opportunities for difficult discussions and reflection on issues of diversity, inclusion, and social justice to become part of daily practice, in which there is an	College Culture & Climate Student Affairs Academic Affairs	2026-2029

<p>acceptance for the continuous learning that is the building block of cultural literacy.</p>		
<p>Conduct workshops on campus to educate students and staff about creating an inclusive environment. Cover topics like assistive technologies, accessible web design, and inclusive teaching practices. Provide resources and practical strategies to promote accessibility in various campus settings.</p>	<p>College Culture & Climate Student Affairs Academic Affairs</p>	<p>2026-2029</p>

Section VI: Annual Updates

To ensure that Madison College will make consistent progress toward achieving the initiatives/goals established in this Five-Year Equal Opportunity/Affirmative Action Plan, the college will report information to the Wisconsin Technical College System (WTCS) Office as described below and per timelines established by WTCS. Generally, numerical data are reported to the WTCS Office by August 1 of each year; qualitative data for the Annual Updates are provided to the WTCS Office by October 1 of each year.

- Updates and/or revisions to the district's policy statement from Section I.
- A report of EEO/AA information distribution activities outlined in Section II.
- An evaluation of changes to workforce demographics reported in Section III.
- An annual progress report or "Annual Update" on each employment affirmative action initiative identified in Section IV.

The Annual Update will outline progress made toward each of the strategies/activities defined for the various initiatives as necessitated by the established timetable in the Five-Year Equal Opportunity/Affirmative Action Plan. The update will be cumulative for the report year.

Madison College will review district employment demographics by minority, sex, disability status, and limited English proficiency as provided by the WTCS. For workforce demographics that continue to be underutilized, Madison College will update or enhance existing affirmative action initiatives. Where changes have occurred that put the district in compliance, initiatives may be modified or eliminated as part of the annual review of activities.

- An annual progress report or "Annual Update" on each of the equal opportunity initiatives related to students identified in Section V.

The Annual Update will outline progress made toward each of the strategies/activities defined for the various initiatives to address student enrollment and completion gaps as necessitated by the established timetable in the Five-Year Equal Opportunity/Affirmative Action Plan. The update will be cumulative for the report year.

Madison College will review enrollment and completion data by occupational program for minorities, females, students with disabilities, and individuals with limited English proficiency as provided by the WTCS. For program areas and groups that continue to demonstrate gaps in enrollment or completion, Madison College will update or enhance existing affirmative action initiatives. Where changes have occurred that put the district in compliance, initiatives may be modified or eliminated as part of the annual review of

activities.

- Any award or citation of merit for programs and a description of the program suitable for sharing with other districts.

Appendix A: Employment Category Definitions

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.

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

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

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

TECHNICAL / PARAPROFESSIONAL. Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dieticians, 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 technical supportive role, which usually require less formal training and/or experience normally required for professional or technical status.

Appendix B: Workforce Analysis

Fiscal Year: 2021-22
 District: Madison Area Technical College

ALL STAFF																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	1,058	633	59.83%	7	0.66%	226	21.36%	10	0.95%	52	4.91%	80	7.56%	68	6.43%	2	0.19%	14	1.32%	29	2.74%
Work Force (2)	425,554	204,771	48.12%	20,219	4.75%	63,686	14.97%	1,326	0.31%	17,976	4.22%	12,077	2.84%	22,059	5.18%	99	0.02%	10,149	2.38%	N/A	N/A
% Difference (3)			11.71%		-4.09%		6.40%		0.63%		0.69%		4.72%		1.24%		0.17%		-1.06%		
Quotient (4)			1.24		0.14		1.43		3.03		1.16		2.66		1.24		8.13		0.55		
Female Difference (5)	123.90																				
Racial Difference (6)	67.67																				
** DISABILITY ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **																					
** MULTI RACIAL ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **																					

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



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/11/2022

Fiscal Year: 2021-22
 District: Madison Area Technical College

ADMINISTRATIVE																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	122	72	59.02%	1	0.82%	30	24.59%	0	0.00%	4	3.28%	16	13.11%	8	6.56%	1	0.82%	1	0.82%	3	2.46%
Work Force (2)	45,479	20,153	44.31%	1,356	2.98%	4,871	10.71%	24	0.05%	1,152	2.53%	1,228	2.70%	1,792	3.94%	35	0.08%	640	1.41%	N/A	N/A
% Difference (3)			14.70%		-2.16%		13.88%		-0.05%		0.75%		10.41%		2.62%		0.74%		-0.59%		
Quotient (4)			1.33		0.27		2.30		0.00		1.29		4.86		1.66		10.65		0.58		
Female Difference (5)	17.94																				
Racial Difference (6)	16.93																				
** DISABILITY ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **																					

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- (3) =(Staff Count Or Employee Count % - District Work Force %)
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- (5) =(Total District Employees * Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees * Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

Fiscal Year: 2021-22
 District: Madison Area Technical College

FACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	451	253	56.10%	0	0.00%	65	14.41%	4	0.89%	12	2.66%	21	4.66%	26	5.76%	0	0.00%	2	0.44%	13	2.88%
Work Force (2)	10,802	5,262	48.71%	483	4.47%	2,459	22.76%	0	0.00%	1,257	11.64%	342	3.17%	538	4.98%	0	0.00%	322	2.98%	N/A	N/A
% Difference (3)			7.38%		-4.47%		-8.35%		0.89%		-8.98%		1.49%		0.78%		0.00%		-2.54%		
Quotient (4)			1.15		0.00		0.63		0.00		0.23		1.47		1.16		0.00		0.15		
Female Difference (5)	33.30																				
Racial Difference (6)	37.67																				
<p>** DISABILITY FACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** RACE/ETHNIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** ASIAN AMERICAN FACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p>																					

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- (6) =(Total District Employees * Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

Fiscal Year: 2021-22
 District: Madison Area Technical College

PROFESSIONAL NONFACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	40	24	60.00%	1	2.50%	11	27.50%	0	0.00%	2	5.00%	5	12.50%	2	5.00%	0	0.00%	2	5.00%	2	5.00%
Work Force (2)	14,682	9,748	66.39%	566	3.86%	2,062	14.04%	34	0.23%	398	2.71%	599	4.08%	683	4.65%	0	0.00%	348	2.37%	N/A	N/A
% Difference (3)			-6.39%		-1.36%		13.46%		-0.23%		2.29%		8.42%		0.35%		0.00%		2.63%		
Quotient (4)			0.90		0.65		1.96		0.00		1.84		3.06		1.07		0.00		2.11		
Female Difference (5)	2.56																				
Racial Difference (6)	5.38																				
** FEMALE PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE ** ** DISABILITY PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					

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- (6) =(Total District Employees * Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

Fiscal Year: 2021-22
 District: Madison Area Technical College

CLERICAL/SECRETARIAL																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	134	105	78.36%	0	0.00%	37	27.61%	0	0.00%	8	5.97%	11	8.21%	13	9.70%	1	0.75%	4	2.99%	6	4.48%
Work Force (2)	16,535	13,640	82.49%	1,026	6.21%	2,409	14.57%	7	0.04%	767	4.64%	435	2.63%	575	3.48%	0	0.00%	625	3.78%	N/A	N/A
% Difference (3)			-4.13%		-6.21%		13.04%		-0.04%		1.33%		5.58%		6.22%		0.75%		-0.79%		
Quotient (4)			0.95		0.00		1.90		0.00		1.29		3.12		2.79		0.00		0.79		
Female Difference (5)	5.54																				
Racial Difference (6)	17.48																				
** FEMALE CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE ** ** DISABILITY CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **																					

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Fiscal Year: 2021-22
 District: Madison Area Technical College

TECHNICAL/PARAPROFESSIONAL																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	250	164	65.60%	5	2.00%	65	26.00%	4	1.60%	23	9.20%	17	6.80%	17	6.80%	0	0.00%	4	1.60%	4	1.60%
Work Force (2)	19,602	7,817	39.88%	813	4.15%	4,385	22.37%	0	0.00%	2,518	12.85%	619	3.16%	695	3.55%	8	0.04%	545	2.78%	N/A	N/A
% Difference (3)			25.72%		-2.15%		3.63%		1.60%		-3.65%		3.64%		3.25%		-0.04%		-1.18%		
Quotient (4)			1.64		0.48		1.16		0.00		0.72		2.15		1.92		0.00		0.58		
Female Difference (5)	64.30																				
Racial Difference (6)	9.07																				
<p>** DISABILITY TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** ASIAN AMERICAN TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** MULTI RACIAL TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **</p>																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/11/2022

Fiscal Year: 2021-22
 District: Madison Area Technical College

NOTE: Madison College does not classify any of its employee positions as “Skilled Crafts.”

SKILLED CRAFTS																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Work Force (2)	8,074	3,025	37.47%	577	7.15%	1,924	23.83%	46	0.57%	435	5.39%	192	2.38%	807	10.00%	0	0.00%	444	5.50%	N/A	N/A
% Difference (3)			#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		
Quotient (4)			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	0.00																				
Racial Difference (6)	0.00																				
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"></div> <div style="width: 45%; text-align: right;"> #DIV/0! #DIV/0! #DIV/0! #DIV/0! #DIV/0! #DIV/0! #DIV/0! #DIV/0! #DIV/0! #DIV/0! </div> </div>																					

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Appendix C: Student Demographic Data

Madison College FY22 AA Data

Enrollment Access Compared with District Population

Category	Total	Females	Persons with Disabilities	English Language Learner	American Indian	Asian American	Black	Hispanic	Multi-Racial	Pacific Islander, Native Hawaiian
Madison Enrollments	20,151	54.24% 10,930	9.70% 1,954	7.23% 1,457	0.42% 85	4.86% 979	8.86% 1,786	17.35% 3,497	3.66% 738	0.04% 8
Madison Program Students	12,950	56.57% 7,326	12.59% 1,631	1.58% 204	0.42% 55	5.33% 690	8.86% 1,147	13.40% 1,735	4.12% 534	0.04% 5
Madison Dual Credit Students	3,682	47.07% 1,733	2.69% 99	0.43% 16	0.30% 11	4.21% 155	6.17% 227	12.41% 457	3.86% 142	0.00% 0
<i>District Population</i>	<i>425,554</i>	<i>48.12%</i> <i>204,771</i>	<i>4.75%</i> <i>20,219</i>	<i>5.29%</i> <i>22,504</i>	<i>0.31%</i> <i>1,326</i>	<i>4.22%</i> <i>19,976</i>	<i>2.84%</i> <i>12,077</i>	<i>5.18%</i> <i>22,059</i>	<i>2.38%</i> <i>10,149</i>	<i>0.02%</i> <i>99</i>
<i>Equity Gap</i>			****	****						

Madison College enrollments are shown for specific student groups:

- Enrolled in FTE-generating postsecondary courses and adult education/ELL courses
- Program-enrolled students
- Students enrolled in dual credit courses
- District Population (18-64 years old) Values from 5-year ACS

Evidence of Disproportionate Enrollment Across Programs

Focused on programs with 30 or more enrollments in FY22. ELL program students are significantly underrepresented overall, and thus there is not an additional 'by-program' analysis.

Gender

Enrollments by gender follow nontraditional occupation patterns. Women are significantly underrepresented (less than 25%) in:

- IT Cybersecurity Specialist
- Electrical Construction Apprentice
- Electrician Apprentice (ABC)
- IT Network Specialist
- Plumbing Apprentices
- IT Systems Administration Specialist
- Electrical Engineering Technology
- Welding
- Automotive Technician

- IT Cloud DevOps Specialist
- Automotive Technology Comprehensive
- HVAC Apprentice (ABC)
- Mechanical Design Technology
- IT Service Center Technician
- Electromechanical Technology
- Criminal Justice Law Enforcement 720 Academy
- Civil Engineering Technology
- Steamfitting Construction Apprentice
- Gas Metal Arc Welding
- Steamfitting Service Apprentice
- IT Desktop Support Technician
- Electrical Maintenance
- Diesel & Heavy Equipment Technician
- Metal Fabrication
- Basic Industrial Power
- Air Cond Htg & Refrig Technology

Race/Ethnicity

Asian students make up 5.33% of Madison College program students, but are underrepresented (less than 2%) in:

- Veterinary Technician
- Electrical Construction Apprentice
- Marketing
- Electrician Apprentice (ABC)
- Fire Service Certification
- Plumbing Apprentices
- Paramedic
- Management Trainee
- Addiction Studies
- Digital Marketing
- HVAC Apprentice
- Advanced EMT
- Paramedic Technician
- Marketing Social Media
- Electromechanical Technology
- Steamfitting Construction Apprentice
- Fitness and Wellness Specialist
- Steamfitting Service Apprentice
- Electrical Maintenance
- Therapeutic Massage
- Diesel & Heavy Equipment Technician
- Metal Fabrication
- Basic Industrial Power
- Arboriculture/Urban Forestry Technician

Black students make up 8.86% of Madison College program students, but are underrepresented (less than 4%) in:

- Veterinary Technician
- Graphic Design
- EMT
- Electrical Construction Apprentice
- Electrician Apprentice (ABC)
- Fire Protection Technician
- Fire Service Certification
- Plumbing Apprentices
- Paramedic
- Welding
- HVAC Apprentice
- Advanced EMT
- Mechanical Design Technology
- Paramedic Technician
- Event Management
- Criminal Justice Law Enforcement 720 Academy
- Gas Metal Arc Welding
- Steamfitting Service Apprentice
- Court Reporting
- Therapeutic Massage
- Baking & Decorative Arts

Hispanic students make up 13.4% of Madison College program students, but are underrepresented (less than 10%) in:

- Electrical Construction Apprentice
- Medical Coding Specialist
- Electrician Apprentice (ABC)
- Occupational Therapy Assistant
- IT-Network Specialist
- Plumbing Apprentices
- Web and Digital Media Design
- Interior Design
- Legal Studies/Paralegal Post-Baccalaureate
- Electrical Engineering Technology
- Paramedic
- Welding
- Management Trainee
- Digital Marketing
- IT Cloud DevOps Specialist
- HVAC Apprentice
- Biotechnology Laboratory Technician
- IT Service Center Technician
- Fashion Marketing
- Civil Engineering Technology

- Steamfitting Construction Apprentice
- Gas Metal Arc Welding
- Steamfitting Service Apprentice
- Court Reporting
- Diesel & Heavy Equipment Technician
- Metal Fabrication
- Arboriculture/Urban Forestry Technician

Students with Disabilities

Students with disabilities make up 12.59% of Madison College program students, but are underrepresented (less than 9%) in:

- Business Management
- Nursing Assistant
- Accounting
- Dental Hygienist
- Electrician Apprentice (ABC)
- Accounting Assistant
- Fire Service Certification
- Plumbing Apprentices
- Architectural Technology
- Legal Studies/Paralegal Post-Baccalaureate
- Paramedic
- Automotive Technician
- Management Trainee
- HVAC Apprentice (ABC)
- Advanced EMT
- Paramedic Technician
- Electromechanical Technology
- Event Management
- Criminal Justice Law Enforcement 720 Academy
- Steamfitting Construction Apprentice
- Steamfitting Service Apprentice
- Optometric Technician
- Court Reporting
- Electrical Maintenance
- Diesel & Heavy Equipment Technician
- Office Assistant
- Basic Industrial Power
- Air Cond Htg & Refrig Technology
- Arboriculture/Urban Forestry Technician

Access from Adult Ed/ELL to Postsecondary Programs

Of the 1,506 ELL students enrolled in courses at Madison College, 13.6% are also enrolled in a postsecondary program. Of the 2,614 students with an academic disadvantage enrolled in courses at Madison College, 51.3% are also enrolled in a postsecondary program.

Equity Gaps in Program Completion

4-year graduation rate for all students who started their program in FY2019 is 38% (have until FY22 to graduate).

- Students with disabilities have a 4-year graduation rate of 33%, while students without disabilities have a rate of 39%.
- Black students have a 4-year graduation rate of 25%, while White students have a rate of 42% and Hispanic students have a rate of 31%. Asian students have a rate of 34%.
- Female graduation rate is 38%, while male graduation rate is 39%
- Not enough data for ELL program completion.

Below is a summary of programs in which there are significant equity gaps in 4-year graduation rates for particular student populations. A significant equity gap is defined as at least a 10-percentage point difference in graduation rates (e.g., difference between male and female student). Only programs with 30 or more first-year program students in FY2019 are included with at least 10 students in the different populations.

Equity Gaps by Gender

Male students have lower completion rates:

- Nursing Associate Degree
- Architectural Technology
- Photography
- Web & Digital Media Design

Female students have lower completion rates:

- IT Web Software Developer
- Fire Service Certification
- Fire Protection Technician
- Paramedic
- Marketing Social Media

Equity Gaps for Students with Disabilities

- Business Management
- Nursing Associate Degree
- Graphic Design
- Veterinary Technician
- Medical Assistant
- Culinary Arts
- Cosmetology
- Occupational Therapy Assistant
- Medical Administrative Specialist

Equity Gaps for Students of Color (the percent is the 4-year graduation rate for the student group)

- Nursing Assistant: 82% out of 34 Asian students, 83% out of 41 Black students, 86% out of 75 Hispanic students, 92% out of 538 White students

- Nursing Associate Degree (in program and waitlist): 11% out of 37 Asian students, 15% out of 54 Black students, 17% out of 46 Hispanic students, 35% out of 378 White students
- Business Management: 33% out of 9 Asian students, 7% out of 30 Black students, 19% out of 28 Hispanic students, 27% out of 237 White students
- Criminal Justice Law Enforcement 720: 0% out of 16 Black students, 16% out of 25 Hispanic students, 25% White out of 97 White students
- Accounting: 10% out of 21 Asian students, 35% out of 17 Hispanic students, 35% out of 107 White students
- Graphic Design: 8% out of 12 Hispanic students, 38% out of 78 White students
- Medical Assistant: 13% out of 16 Hispanic students, 42% out of 52 White student
- Dental Assistant: 27% out of 11 Black students, 39% out of 13 Hispanic students, 60% out of 57 White students
- Culinary Arts: 0% out of 12 Black students, 13% out of 53 White students
- Cosmetology: 33% out of 15 Black students, 52% out of 21 Hispanic students, 49% out of 33 White students
- ECE: 22% out of 18 Hispanic students, 36% out of 44 White students
- Automotive Technician: 0% out of 14 Hispanic students, 47% out of 38 White students